



MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

LAWLEY UPDATE 4 Term 2 No. 2 2020

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Principal's Report

It certainly has been a very different semester due to COVID-19 and the restrictions that were put in place but it is pleasing to note that from the start of Term 3 we expect to resume all school activities. We accept that we will still need to ensure extra cleaning is carried out throughout the school and that we all continue to wash our hands frequently and /or use hand sanitiser.

I would like to pay tribute to the staff who have worked so hard to ensure students still had access to a quality learning program. I have been very impressed by the way our students have coped with the interruption to their learning and the resilience that I saw displayed. I would also like to acknowledge the support we have received from individual parents, members of the Board and the P&C during the crisis.

On Wednesday 1 July Semester 1 reports will be posted on Connect and parents should contact individual teachers by email if they wish to have a conversation about the progress of their child.

The Minister for Education, the Hon Sue Ellery has designated Tuesday 21 July as an additional pupil free day to replace the School Development Day held on Tuesday 28 April. That day was used to ensure the school was COVID-19 ready. Monday 20 July staff will focus on enhancing teaching and learning strategies while Tuesday will see the staff working on the next iteration of the School Business plan.

The STEM building is on track for completion by the end of 2020 and we are working with Professor Stephen Winn from ECU to create a partnership so we can take advantage of the expertise and cross-curricular opportunities offered by the university and their partners. Thanks to Professor Winn who is organising to facilitate a joint workshop early next term between his staff from various faculties and our staff to promote collaboration that will benefit our students.

Lesley Street, Principal

CONGRATULATIONS



Erina 9H2 was selected as one of five golf players to represent WA in the 2020 Australian Junior Golf Open tournament in Adelaide held at the Grange Golf Club, in March, unfortunately, due to the COVID-19, this event was cancelled. We wish her all the best with her next tournament once the bans are lifted.



Ken 10M1 and Erina 9H2 attended the WA 2020 Amateur Championships which was held at the Melville Glades Golf Club, where they both gained valuable experience competing against National and International players.



Leah 7M4 was selected to represent WA in the Australian National Athletic Championships in Sydney. Leah was to compete in the U14's 100 & 200m races however due to the COVID-19 ban the event was cancelled. We wish her all the best with her next competition once the interstate travel bans are lifted

CHANGES TO PHONE SYSTEM

The Department of Education is migrating its existing telephone system in order to meet NBN specifications.



Should you wish to leave a message please **email the staff member** concerned. Refer to our website for a list of email addresses or click on the following link:

<https://www.lawley.wa.edu.au/view/contact>

Main School :	08 9265 1500
Middle School	08 9265 1573
Senior School	08 9265 1535
Absentees	08 9265 1507

SCHOOL DEVELOPMENT DAYS

TERM 3 DATES

As a consequence of Covid-19 Term 2's SD Day has now rescheduled to Term 3

Monday 20th July **AND** Tuesday 21st July
Students start Wednesday 22 July 2020



FILIP 9F3

Filip continues his training as an Alpine skier and will participate in the National Alpine ski competitions in GS and Ski Cross in NSW in September.

(Giant slalom (GS) is an alpine skiing discipline. It involves skiing between sets of poles (gates) spaced at a greater distance from each other than in slalom but less than in Super-G)

During the 2020 ski season he will train in Thredbo and Perisher in the Snowy Mountains in New South Wales. Last year he represented Mount Lawley Senior High School at the Regional, State and National Ski Championships in Perisher, NSW and then in Mount Buller, Victoria where the National competition took place. He will continue his training and competition this year and hopes to represent Western Australia in Alpine skiing.



RANDOM NOTES OF KINDNESS

After all of the uncertainty that our students have been facing over recent months with Covid-19, the Year 12's have been particularly affected. Questions over what would happen in their final year at school, whether there would be ATAR, and what lay in their futures were very real to them, let alone the realities of doing Year 12 from home.

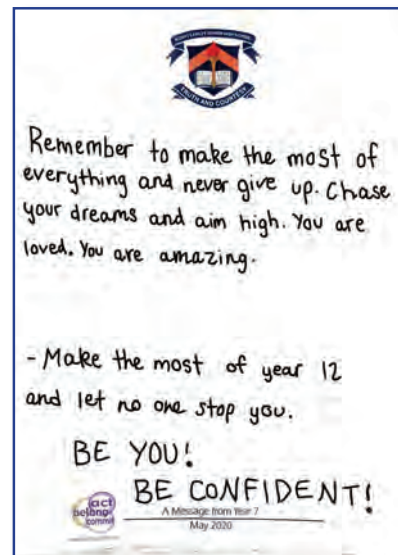
From a Student Services perspective, encouraging our Year 12's in their mental health and outlook was deemed an important task over the next several months, and as part of that our 'Random Notes of Kindness' project was born.

We asked our Year 12 student leaders - our School Captains and Prefects, as well as our Year 12 House, Language and Arts Captains - to visit Year 7 Form Classes. They welcomed the Year 7's back to school, talked about the reality of the change that everyone has been facing and encouraged them that help was available and that things would get better. They also answered questions from the Year 7's.

The next day we then asked the Year 7's to write a brief note of encouragement that we could give to a Year 12. They completed these in either Form, or Integrated Studies.

Last period on Friday 22 May, Jade, our Healthy Active Coordinator, and Andrew, our School Chaplain, visited each of the Year 12 classes and handed out a card written by a Year 7 to each of the Year 12's. With exams starting the following Monday we wanted them to know that the rest of the school was behind them, and the messages of encouragement and support from the Year 7's were a wonderful and tangible demonstration of that.

Jade Browning, Healthy Active Coordinator
Andrew Paul, School Chaplain





ROTARY INTERACT WANT YOUR OLD SPECTACLES

The Interact Club have embarked on a project to collect used spectacles for the Global Hand Charity.

Bring in any spectacles that are no longer useful and they will be cleaned and calibrated by volunteer optometrists and sent overseas to Third World Countries to assist those that cannot afford them. The last shipment was sent to Cambodia.

There is a collection box in Student Services.



WANTED



The School Library would like to have any of your unwanted LEGO.

Please leave any Lego pieces at the Main Admin Office



NEW YEAR 7 COUNCILLORS ANNOUNCED

Recently the newly elected Year 7 Councillors who were elected by their peers, were announced at a Year 7 Community Meeting, where the past Year 7 Councillors, who are now in Year 8 came to the Community Meeting to hand out the Year 7 Councillors their individual badges.





ALUMNI STUDENT WINS MAJOR AUSTRALIAN LITERARY AWARD

Imbe Neeme, from the *Class of 1987* has been awarded the Penguin Literary Prize. There were over 400 manuscripts submitted for this prestigious Australian prize. Imbe's winning manuscript has become her first novel *'The Spill'* which was published by Penguin in June this year and is now available at booksellers.



The Spill by Imbi Neeme

Winner of the 2019 Penguin Literary Prize

In 1982, a car overturns on a remote West Australian road. Nobody is hurt, but the impact is felt for decades.

Nicole and Samantha Cooper both remember the summer day when their mother, Tina, lost control of their car – but not in quite the same way. It is only after Tina's death, almost four decades later, that the sisters are forced to reckon with the repercussions of the crash. Nicole, after years of aimless drifting, has finally found love, and yet can't quite commit. And Samantha is hiding something that might just tear apart the life she's worked so hard to build for herself.

The Spill explores the cycles of love, loss and regret that can follow a family through the years – moments of joy, things left unsaid, and things misremembered. Above all, it is a deeply moving portrait of two sisters falling apart and finding a way to fit back together.



Extract from Q & A <https://www.penguin.com.au/authors/imbi-neeme>

Please tell us about the inspiration behind The Spill?

I was in a car accident with my mother and sister when I was ten and, even though nobody was particularly hurt, I can still feel the impact of that accident to this very day. It fundamentally changed me and the way I experience the world and has made me fascinated with those moments – large and small – upon which an entire life can turn. So I decided to take that accident, put two fictitious sisters and their mother in the car, and then began to imagine other turning points in each of their lives.

EXTRACTS FROM THE 1987 LAWLEY YEAR BOOK

MOUNT LAWLEY HONOURS SOCIETY, 1987



BACK: Ian Yiannakis, Aurora Rechichi, Meagan Bardon, Fleur Airey, Nhi Quach, Mimi Leong.
FRONT: Rachel Wyder, Imbi Neeme, Luan Low, Emmeline Lee.

Lawley Litterateurs Look for this sign!

We are pleased to continue the "Lawley Litterateurs" Awards, which commenced in 1986. This year, the prizes are awarded to Imbi Neeme of Year 12 and Louise Obrecht of Year 11.

Imbi's passage, "Ode to the Arty Fart", is a very biting and perceptive piece of prose writing. One of its particular strengths is that despite its strongly critical tone, it retains elements of humour and of understanding. It is an excellent piece of descriptive and interpretative writing, concisely expressed and very well balanced.

Imbe showed her creative talents at school, where she was awarded the Lawley Litterateurs prize in Year 12, with an original short story piece in the Year Book. She was also involved in the creation of the Year Book and was a member of the exclusive Mount Lawley Honour Society.



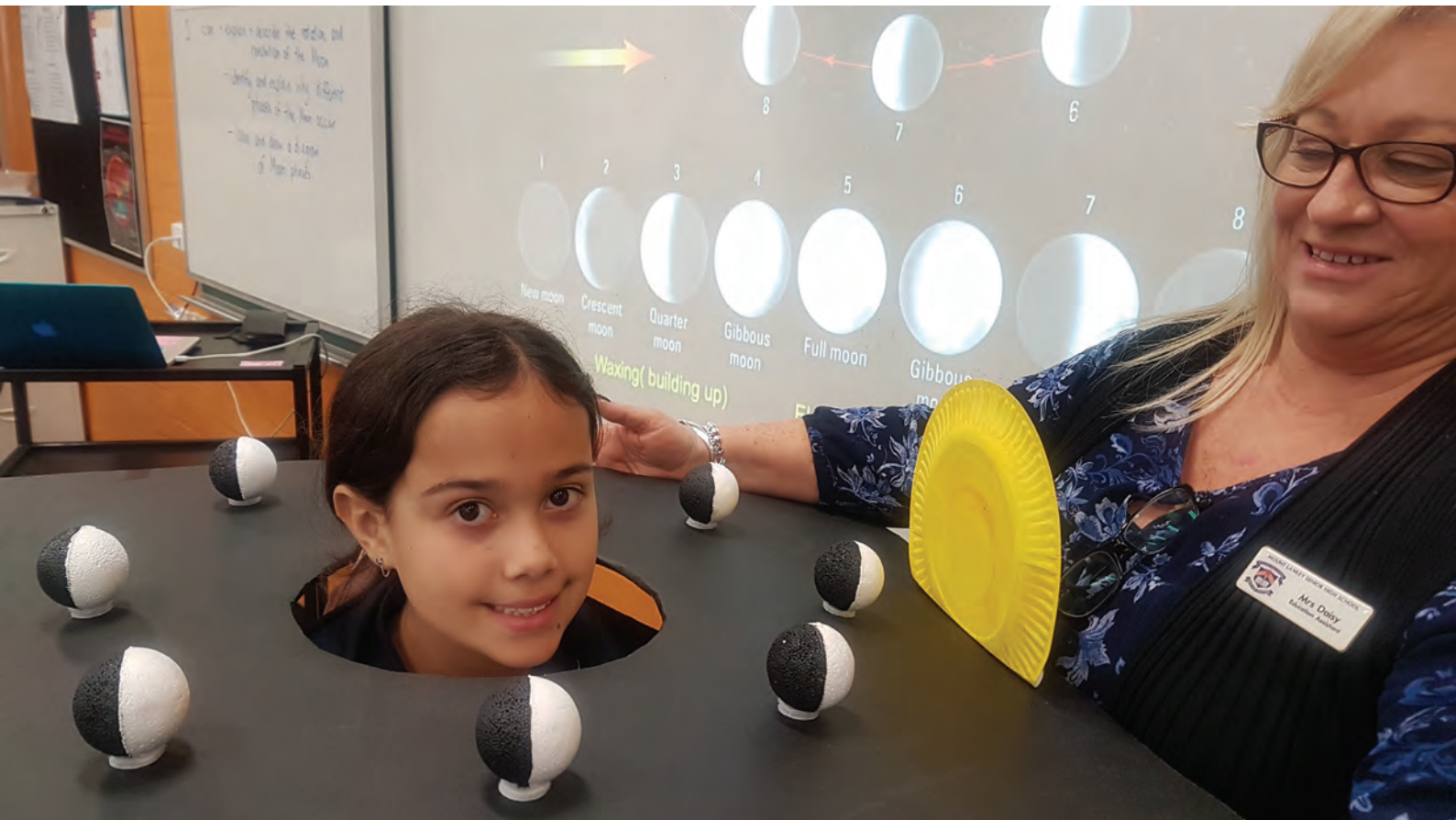
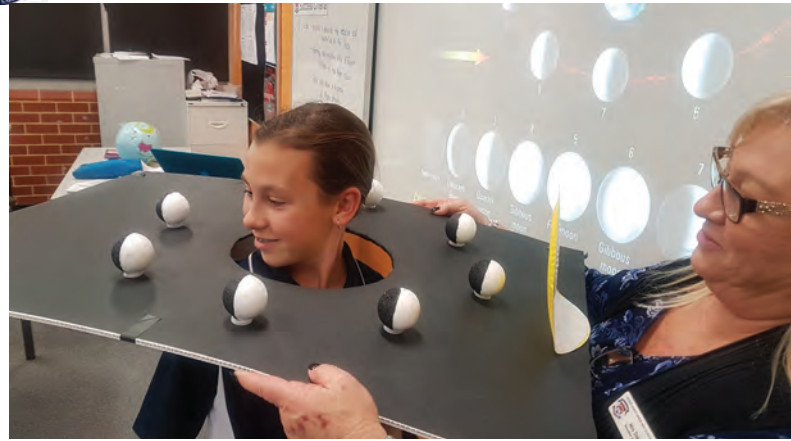
TERM 2 SCIENCE: PHASES OF THE MOON

In Year 7 Science this term we have had so much fun learning about a variety of different topics related to Earth, the sun, the moon and space. Some of the topics we learned about were gravity, tides, seasons and the relationship of the Earth to the sun and moon.

There were so many awesome experiments including one to teach us about space time. In this experiment, the teacher brought in a bag of different sized balls and placed the biggest one in the centre of a large stretchy piece of fabric attached to a bit of stable equipment. The teacher then grabbed a marble and let it go near the top of the fabric. It gradually rolled towards the larger ball, mimicking the earth's rotation around the sun and the influence of the sun's gravitational force.

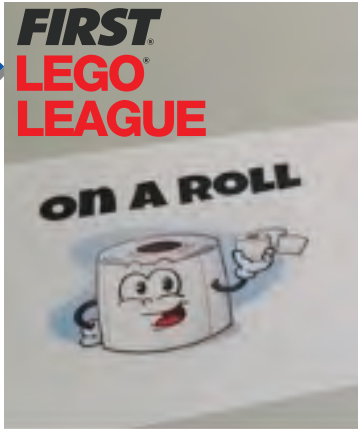
Another great experiment taught us about the phases of the moon using us as part of the experiment! The teacher made a model of the phases of the moon and placed them in a circle around a hole to represent Earth, instead of Earth though, we could stick our head through the hole and look at the phases of the moon depending on the sun's position. These experiments really helped us grasp the intended concepts and made it a lot easier for us to learn about them.

Chloe





**“ON A ROLL” –
FIRST LEGO LEAGUE
INTERNATIONAL COMPETITION
-TYPE ROBOT GAME**



During the Covid-19 quarantine period, toilet paper was scarce to obtain and there were severe restrictions in some areas about movement outside the home. So, people grabbed what they could, when they could or developed some other means to get their supply. Sure this is a task for a robot!

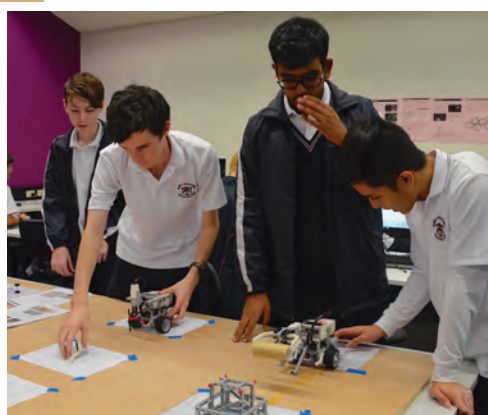
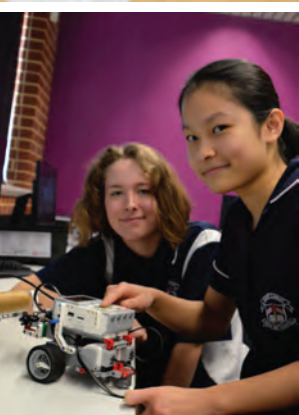
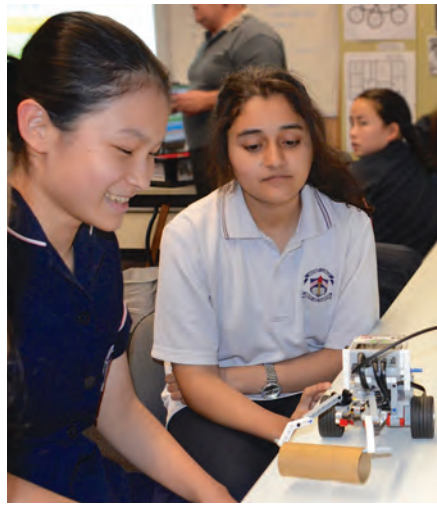
After the return from the Covid-19 “holiday”, students in Years 9 and 10 Digital Technologies (Coding) were keen to do some practical coding with the LEGO EV3 robots. So, a simple series of toilet paper grabbing robot games were developed for the students to have some fun learning about robot control and manipulator design. Students worked in pairs or the occasional threesome to solve the challenges. Students had to take a basic robust robot design and make the different adapters and programs for each task. Various levels of points were awarded for the differing levels of completion for each of the tasks.

The tasks were:

1. Go to ‘Costco’ to get a roll of toilet paper and return.
2. Restock a shelf with more toilet rolls.
3. Which way for the toilet roll tag end – under or over?
4. Get the toilet roll to Grandma’s house.

Mr Kim Hazelgrove, Teacher Digital Technologies

Game 1 Setup





GLOBAL RUNNING DAY CELEBRATION

On Wednesday 3rd June it was Global Running Day. This is a worldwide celebration of running that encourages everyone to get moving in some way. Jade, your Healthy Active Coordinator made the pledge to run laps of the ovals during Lunch 1 (Middle and Senior School) to promote physical activity, health and wellbeing. Students and staff were encouraged to join in to walk, run or to cheer everyone on.

House points were on offer for students that participated in the Lawley Live Running Relay - running laps with Jade. A fantastic effort was put in with the school completing a total of 181.8km! Jade managed to cover 21 laps (12.6km) during the lunch period. The total student laps were 270 laps and total staff laps were 33 laps. Well done!

House Competition Results are included below with O'Connor taking out the overall win with 91 laps completed.

Middle School

- Forrest - 44 laps = 26.4km
- Hackett - 27 laps = 16.2km
- Murdoch - 52 laps = 31.2km
- O'Connor - 51 laps = 30.6km



Yr 9 & 10

- Forrest - 26 laps = 15.6km
- Hackett - 18 laps = 10.8km
- Murdoch - 12 laps = 7.2km
- O'Connor - 40 laps = 24.0km

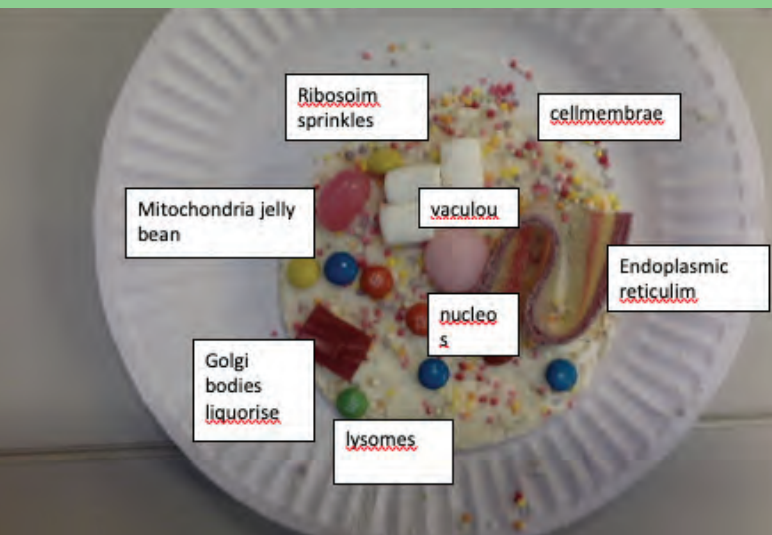
Thank you to everyone who supported the event!
Jade Browning, Healthy Active Coordinator





YEAR 8 SCIENCE ANIMAL CELLS

Students from Ms Mann’s class were challenged to design various animal cells, using food, and as you can see from the photographs, there were some very creative pieces of work which were able to be consumed after the task was assessed. This task proved to be a satisfying activity.



CELL PROJECT

The cells project seemed like a huge task, and we had big ideas for our project, especially the models. Everyone’s assignment turned out much better than expected. Some people created exceptional pieces of art to go along with their fantastic and well-written information, some even going as far as to make an edible product for the class to enjoy. Everyone’s cell projects were appealing to the eye and gave people something to learn. This cell project allowed us to take our learning in our own hands and help us be more creative in this specific learning area. If we had the chance to engage in a project in similarity to this, I’m sure that everyone would choose to do it and rise above the challenges given. Thank you to Ms Fitter for giving us students the incredible opportunity to work on something like this.

Tommy and Mallissaa







TRY-A-TRADE PROGRAM

Two Try-A-Trade programs, with 14 Year 10 students in each, were delivered by Trade Academy WA in Weeks five and six of Term 2. Each program had a mix of female and male students who submitted an application to participate in the program.

The program was delivered at school in our own workshops.

Our mentor Eric, trained us in many areas of the trades industry such as tiling and carpentry. We constructed a functioning tool box, a bird box, a saw horse and a tile mosaic.

We gained lifelong skills to prepare us for our futures, such as working as part of a team and communication and we all came away with more knowledge and an understanding of these trades and what we could do if we chose to pursue an industrial/trades pathway.

Our hands-on practical skills were thoroughly tested and improved considerably, thanks to this opportunity provided to us.

As well as trade skills, we learnt how important safety measures in a trade environment are...however many of us still came home with a few minor splinters and scratches.

Focusing on the task at hand kept us motivated and pushed our abilities beyond what we thought we could achieve.

We all thoroughly enjoyed Try-A-Trade and would recommend it to anyone else interested in the trades or who would like to find out what a trades pathway involves.

If you wish to consider the engineering/construction pathways at school, you can do a variety of pre-trades courses through the Career Link Program in Year 11 and 12.

Courtney, Yasmine, Kathrine and Ciara





TRY-A-TRADE PROGRAM





YEAR 7 COMMUNITY 5 WELLBEING FAIR

The Year 7 Academic Extension(AE) students put on Wellbeing Fair for the Year 7 Gifted & Talented(GAT) class during Integrated Studies. The AE students had been learning about strategies to support wellbeing and reduce stress.

Each group set up a stall with lots of fun and effective mindfulness activities for us. My friends and I thought it was the 'highlight of the day.' It was such a nice idea and was a great way to express gratitude and peace of mind.

One of the activities that I particularly loved was the Message-in-a-Bottle session. This was when you wrote a kind letter to someone you are grateful for and you put it in a bottle with glitter and mini creative toadstools. It was an enjoyable way to say thank you to someone, and the receiver would appreciate it, too. The store-holders were really nice and helpful, as well!



There was also a stall where you would colour how you were feeling in that time, to put all negative emotions on a piece of paper. This was a really smart idea, as it was enjoyable and helped gain peace of mind, just by colouring!



I really liked the Meditation activity, too, because it felt extremely comforting and peaceful. It helped me get out all extreme emotions, and made me feel very relaxed. It was liked awaking slowly and calmly from a deep sleep, feeling refreshed and happy.

I quite liked the origami session. They had many different things you could make, and it was very unwinding, and it drove every negative thought out of my mind. It was extremely enjoyable, and encouraged creativity.



Social Stars was an extremely fun stall where you pick a social dare out of a hat, and if you do it, you get lollies! This was very enjoyable, encourages social activity, and it's rewarding! This



Another really nice activity was the Gratitude Paper-Chain. In this activity, you would choose a strip of colourful car-paper, and wrote what you were grateful for in one word. You could do as many as you liked, and they were all attached to a rainbow

paper chain of gratefulness! It was a very creative way for us to express what we are grateful for, and it really made everyone who did it feel good.

The Friendship bracelet session was awesome as well. You could make a beautiful, colourful bracelet to give to a friend. It was a really kind idea, and making the bracelets was very relaxing and calming, too! We could choose from a variety of colours, and the store holders would show us how to make it into a bracelet. It was extremely soothing, and it really made all stress go away.



COMMUNITY 5 WELLBEING FAIR CONT.



was very popular, and all the dares were very fun and appropriate. This was a really amazing idea.

The 'Write What you are Grateful for' stall was a simple, but fun and effective idea to get people to express what they are grateful for using different colours, pictures and fonts. All of the work was put on a notice board immediately to show others how easy it is to be grateful, and to make them be grateful, too.

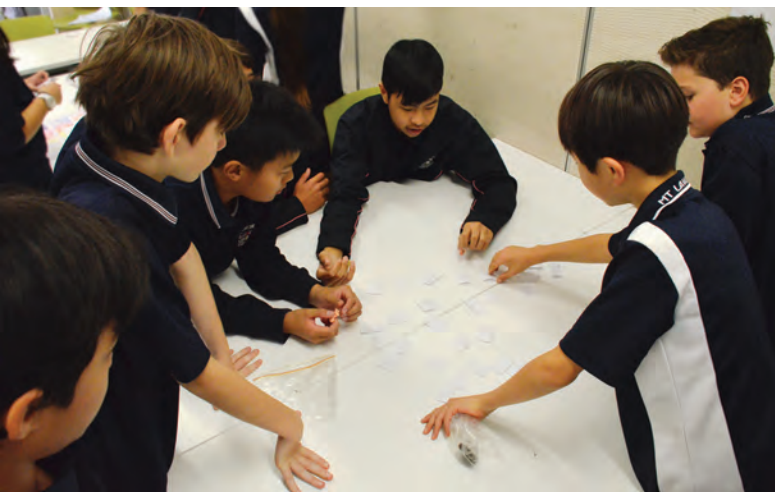
The 'Negative Feelings Let-out' stall was an extremely fun stall, that allowed you to let out any negative emotions through colour, words, and tearing pieces of paper. It was very effective, and made people feel relaxed afterwards. It was very enjoyable, too!



Another stall was the 'Gratitude Jar' where you wrote what you were grateful for and put it in a jar, using colours, stickers, and different folding methods. It was a really nice way of thinking and feeling what

you are grateful for. This was a very positive stall and I and everyone else really enjoyed it.

Overall, it was a fantastic fair and everyone had lots of fun.
Eva



MEN'S HEALTH WEEK FUNDRAISER FOR BEYOND BLUE

Men's Health Week was held from 15 – 21 June 2020. The week celebrates and works together to bring awareness to the health of men and boys.

Our Year 10 Student Councillors organized a fundraising activity to raise money for Beyond Blue. They held a lunchtime raffle and guess the jelly bean competition. The newly appointed Year 7 Student Councillors helped out with the Middle School lunch time. Congratulations to the winners of the raffle and jelly bean competition! Dawit Haile 8M1 won the raffle and took home a hamper of goodies. Annalise Figueiredo 9F3 had the winning guess of 337 jelly beans. We also shared some goodies and resources with our male staff to help raise awareness during the week.

For more information and resources you can visit www.menshealthweek.org.au





SUPER SPACE SCIENCE IN YEAR 7

In Term 2, while learning about Astronomy, the Year 7 GAT and Academic Extension students participated in 1 of 2 tasks: creating a short skit, or develop your own mythology. The topic was the history of how the Geocentric model made by Aristotle in the 4th century BCE was replaced by the more accurate Heliocentric model, proposed initially by Aristarchus but not believed until Galileo Galilei in the 1600s.

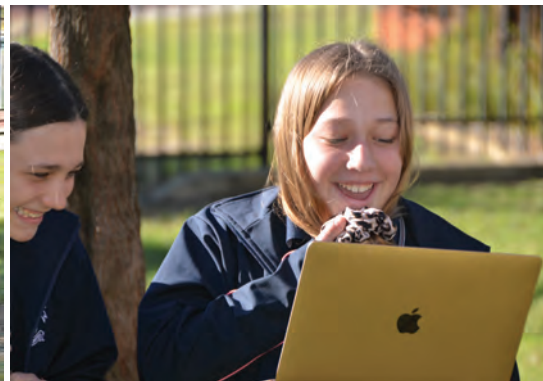
The majority of students created a skit, with a couple of students doing the research task. The skits were comical and informal. It was a lot of fun making last-minute props.

'I loved the way people interacted with each other' - Iva .

The groups that participated in the skits did exceptionally well, getting into the dramatic spirit with their comedic gestures and logical terms.

Altogether, these skits were amazing to watch! *'It was amusing to watch people, and their ideas were amazing' - Ruby & Iva*







SCHOOL HOUSE ACTIVITIES - AUSTRALIAN CURLING

Playing on the idea of curling being a rock pushed across the ice – MLSHS’s Australian Curling involves a frozen block of ice being pushed across the pavement. The aim of the game is to land on a ‘Lawley Legend’ pavement block with bonus points being received for landing on a sporting legend. Students had a great time trying out different techniques and there was even an ice block casualty (luckily we had a spare!). Murdoch was the winning house for the Middle School competition and the Hackett came out on top for the Year 9/10 competition. Well done to everyone involved!

Ms Jade Browning, Healthy Active Coordinator

Curling T2

	Forrest	Hackett	Murdoch	O’Connor
Middle School	90	55	180	110
9/10 Shield	195	230	185	180





OBSTACLE COURSE COMPETITION YEAR 7 COMMUNITY 3

In Integrated Studies, my class designed a variety of obstacle courses. With my partner, Erin, we created an evil obstacle course. The first day of making, Erin wasn't there, so I had to bring lots of unnecessary materials that did not help at all so I was glad when she came back. We had almost finished when the teacher suggested 'Can you make a marble go through the obstacle course?'. Erin and I had nearly given up, but we kept going and finished. Our class went to look at another class' team work, so we could see other projects in the competition. Before we went in, the teacher gave us tokens to vote for which team we thought had the best marble obstacle course in that class. Even though Erin and I had a challenging experience with this task, it was still lots of fun to make, build and design.

Amelia

For Integrated Studies, we had to make an obstacle course using six simple machines; a wheel and axle, a wedge, a screw, a pulley, a lever and an inclined plane. It was hard using some of these items, but in the end, everyone completed it, and it was so much fun!! If the teacher thought your obstacle course was the best, you received a reward, which I did. Overall, it was really fun! Sinisa





INTERNATIONAL DAY OF



INTERNATIONAL DAY OF YOGA

Mount Lawley Senior High School celebrated International Day of Yoga with a lunch time stretch and relax on Monday 22 June. Yoga can be a great way to unwind and connect the mind and body. This can lead to positive mental health benefits! As an *Act Belong Commit Mentally Healthy School* it's important for us to promote positive mental health and wellbeing for our students and staff. Well done to the Middle School participants!

Jade Browning, Healthy Active Coordinator

Top Right: Middle School Students during Lunch 1 celebrating International Day of Yoga.

Bottom Right: During the COVID period last term, students who came to school participated in online Yoga classes in the school library using social distancing practices.



ROTARY PERTH CITY 'SOCKS IN THE CITY'

Year 7 and 8 students have been collecting new socks for Rotary Perth City to help the homeless especially leading into winter. The number of people sleeping rough is growing as COVID-19 causes more people to become homeless, many for the first time. The provision of clean, dry socks is one way that Mount Lawley SHS has been able to help the homeless by preventing conditions such as trench foot and other ailments. Many students particularly in Ms Edward's Form were donating



their pocket money to purchase socks which is so heart warming and kind of them. The winning forms and recipients of the Pizza Party were: 8M5/805, 8O2, 7M5/7O5.

Thank you to every single student who brought in socks and contributed to such a good cause. It is wonderful that Mount Lawley SHS has already donated over 950 pairs of socks.





SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
 Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**
The Learning Curve Funded by School P & C
 Available online <http://learningcurve.com.au>
 User **MLSHS** Password **MLSHS6050**

WEEK 19 – CREATING POSITIVE EMOTIONS

Parent Wellbeing: A skill of social-emotional resilience is seeking help when you need it by reaching out to the right people. Describe a time you have done this and how you could do it more often. Acknowledgement: Rievich & Shatte

As Barbara Fredrickson, an expert in the field of emotions, once said, "Positive emotions don't just make us feel good, they transform our minds, our bodies and our ability to bounce back from hard times." So, teaching students how to self-generate positive emotions will benefit their wellbeing.

Self-generate means them doing challenging things to feel fulfilled. Some include:

- » Every term self-assessing by doing:
 - How are your elements of wellbeing growing?
 - How they progressed towards achieving their three goals.
 - Setting three new goals for next the term.
- » Focusing on five positives for every negative, being grateful for little good things happening, accepting their full range of emotions, enjoying respectful relationships, being kind, having personal timeouts, looking forward to several things every day, contesting negative thinking, being with nature, applying their strengths, turning off their devices 4 times for 30 minutes daily, mindfully thinking about loved ones, writing gratitude letters and journals, sending

WEEK 20 – TRUE GRIT

Parent Wellbeing: Think of three things which consistently push your emotional buttons. For each one, come up with two off ramps to reduce the intensity of your emotions.

Grit = passion + long term persistence + self-regulation. It is that X-factor of resilience which enables us to push through when we think we can't. Grit and social-connectedness are the two most powerful predictors of student success.

Also, having the capability to stay focused on the job at hand and ignore distractions is an important skill to cultivate in students to ensure their personal and academic growth. Using the strengths leadership, bravery, self-regulation and perspective will connect them with the moment, enabling them to do the right thing and do the thing right.

Teaching students the difference between activity and action will raise their self-awareness of when they involved in action or activity. Activity is being involved in things with little meaning and purpose. Action is being decisive with things that matter and following through with meaning and purpose. When students show grit, they are full of action.

Other ingredients which contribute to having grit include believing that other people matter and having a higher purpose in life to make a positive difference. Also, understanding that the right thing to do is nearly always the hard thing to do and then being prepared to do it. *Acknowledgement: Duckworth & Smith*

WEEK 19



MIDDLE PLANNER **PAGE 60**

SENIOR PLANNER **PAGE 60**

POSITIVE EMOTIONS + GRATITUDE

CREATING POSITIVE EMOTIONS

Wellbeing Reality: by being able to self-generate positive emotions in yourself, you will maintain a healthy state of wellbeing. To do this try focusing on five positives for every negative, by being grateful for little things, being open to show your feelings, enjoying respectful relationships, being kind, having personal timeouts and looking forward to events. Contest negative thinking by being with nature, applying your strengths, mindfully thinking about loved ones, writing gratitude letters and journals, sending kind texts, savouring special times and setting personal goals.

Acknowledgement: Lyubomirsky, Fredrickson & Branigan

Discuss with a classmate – what are three of the above strategies that work for you and why?

When are times you deliberately self-generated positive emotions?

Last Word – positive emotions broaden and build your life.



POSITIVE EMOTIONS + GRATITUDE

POSITIVE EMOTIONS

Wellbeing Reality: through consciously seeking to have about four positive thoughts, words or actions for every negative one, your state of wellbeing will be thriving and flourishing. The number of positives to negatives is called the Losada ratio and less than 4 to 1 means that you will be struggling. Unfortunately, in Western society, the ratio is about 2 to 1.

Positive emotions broaden your attention and build your engagement to be more creative and alive. Create plenty of them by showing gratitude and empathy and being kind and forgiving.

Acknowledgement: Lyubomirsky, Fredrickson & Branigan

Discuss with a classmate – what do you believe would be your ratio of positives to negatives on a typical day?

To increase your ratio, what are ten positive things you can deliberately do every day to accomplish this?

Last Word – to live life create positives, to exist do nothing.



TEAMWORK WEEK

This week have fun and make a special difference to other peoples' lives by creating activities to use the strength **TEAMWORK** to grow relationships with your family, friends and school community.

CHARACTER STRENGTH: Use **TEAMWORK** to do **STRUGGLE STRENGTHS** on page 130. www.viacharacter.org

TEAMWORK WEEK

This week have fun and make a special difference to other peoples' lives by creating activities to use the strength **TEAMWORK** to grow relationships with your family, friends and school community.

CHARACTER STRENGTH: Use **TEAMWORK** to do **STRUGGLE STRENGTHS** on page 132. www.viacharacter.org

WEEK 20



MIDDLE PLANNER **PAGE 62**

SENIOR PLANNER **PAGE 62**

ENGAGEMENT + MINDFULNESS

GRIT

Wellbeing Reality: by acting with grit, you will accomplish your goals through your strengths and passion. When you add passion to long-term self-regulation, you get grit, that ability to keep going when you can't.

Grit and social connectedness are the best predictors of success in your life. They focus you on using your strengths and resilience skills to push through to achieve your goals and accept your full range of human emotions.

Acknowledgement: Duckworth & Smith

Discuss with a classmate – when are times you have used grit to achieve a special goal?

What is one long term goal you would like to accomplish and what do you need to do?

Last Word – hard things to do are nearly always the right things to do.



MINDFULNESS

FORGIVE MYSELF: Think about something you did or did not do, or said or did not say, that you were upset with yourself for. Spend at least five minutes forgiving yourself and making it right for yourself.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – what could happen if you read others' body language messages wrongly? How have mobile phones affected your ability to read body language? What types of jobs do you think need a good understanding of reading body language?

CHARACTER STRENGTH: Use **LEADERSHIP** to do **MATTER VIDEOS** on page 132. www.viacharacter.org

ENGAGEMENT + MINDFULNESS

TRUE GRIT

Wellbeing Reality: through deliberately setting a long-term goal and then pursuing it with grit and sustained self-regulation, you will continually be challenging your best possible self. Grit is your passion to push through setbacks and obstacles to accomplish this goal. Being able to do this will require a high level of social connectedness to work cooperatively and collaboratively with others. It takes courage to show grit because it means you don't give in to short term pleasures, push through challenges and stand tall by using your strengths to their maximum.

Acknowledgement: Duckworth & Smith

Discuss with a classmate – when are times you have shown grit, how you felt and what you accomplished? Were they worth it?

What are three special long-term goals you will have to show grit for to accomplish them?

Last Word – only people with a true purpose show grit; what is your purpose?



MINDFULNESS

FORGIVE MYSELF: Think about something you did or did not do, or said or did not say, that you were upset with yourself for. Spend at least five minutes forgiving yourself and making it right for yourself.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – what messages does your inner voice send you when you need to make some decisive, yet empathetic choices about your relationships, such as telling a friend you are unhappy with them? What strengths would you need to use and what emotions would you need to be aware of?

CHARACTER STRENGTH: Use **LEADERSHIP** to do **MATTER VIDEOS** on page 134. www.viacharacter.org



WEEK 21 – BE GRATEFUL FOR JOMO

Parent Wellbeing: When someone does something kind for you, go out of your way to pay it forward to at least three other people. They will probably pay it forward also.

Addictions are associated with feeling anxious and experiencing low moods. Many of the addictive behaviours from a decade ago, such as underage drinking, smoking and sexual experimentation have nearly halved, but anxiety and depression have more than doubled. What has occurred is that new more powerful addictions have been created, those being social media and gaming. The other issue is that many parents are attempting to assist their children with these new addictive behaviours, using strategies that aren't effective anymore.

It was once said, doing the same things and expecting different results is insanity. Fear Of Missing Out (FOMO) has become such a powerful problem, because so many young people can't help themselves and are connected 24/7 to not miss out, often resulting in upsetting outcomes.

A strategy well worth trying is discussing with students the value of Joy Of Missing Out (JOMO). Essentially, it is about feeling joyful because they choose to not be immersed in the pretend world of social media, where much of what is posted and communicated is about how people would like to be, not how they actually are. JOMO enables students to break the mindless social media addiction through experiencing positive emotions because they are missing out. *Acknowledgement: Losada & Fredrickson*

*"History is the record of an encounter between character and circumstances."
Donald Creighton*

WEEK 22 – ACTS OF KINDNESS

Parent Wellbeing: Who are the hidden people who give of themselves to help you have a good life. Thank each of them individually, telling them you appreciate their efforts.

Studies have shown that it is the frequency of positive emotions, not their intensity, which builds students' and our wellbeing most effectively, especially when it is through in person social connection. This effect is multiplied when it involves doing good for others to feel good, and feeling good to do good. These actions are called acts of kindness, and they show a willingness to reach out for social connectedness, a key skill of social-emotional resilience.

The most important point for us to impress upon students is that acts of kindness don't have to be big things, but rather regular little positive words and actions to lift others' spirits and wellbeing. Actions such as, a smile, making an effort to say good morning, a wink and asking how they are feeling, all generate positive emotions in others and ourselves.

We all have millions of mirror neurons which copy the expressions and moods of those around us. We can all remember being inspired by others positivity and unfortunately, also being pulled down by others negativity.

Asking students to write down in their planners/journals what kind acts they did or received, will build the resilience skill, self regulation, to be on the lookout for opportunities to be kind.

Acknowledgement: Diener, Lyubomirsky & Dutton

"The smallest act of kindness is worth more than the grandest intention." Oscar Wilde.

WEEK 21

MIDDLE PLANNER	PAGE 64
<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">RELATIONSHIPS + EMPATHY</div> <div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">JOMO IN, FOMO OUT</div> <p>Wellbeing Reality: by having weekly breaks from social media, you will be able to experience the uplifting positive emotions which come from JOMO, Joy Of Missing Out.</p> <p>Most people post their best imagined possible selves, which often, makes them feel sad because it does not match up with what's happening in their actual lives. You will be surprised how good you'll feel without social media, because you can be with family and friends in real time.</p> <p><i>Acknowledgement: Losada & Fredrickson</i></p> <p>Discuss with a classmate – how could the experience of JOMO grow your wellbeing?</p> <p>When are times you said yes to others, which really meant you said no to yourself?</p> <p>Last Word – JOMO people ♥ being with like-minded people.</p>	<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">RELATIONSHIPS + EMPATHY</div> <div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">BE GRATEFUL FOR JOMO</div> <p>Wellbeing Reality: through being happy with the person you see in the mirror and not relying on social media dopamine hits to feel good, you will give yourself many opportunities to challenge your best possible self. Living in the online world where people post how they want to be rather than how they actually are, causes many of them to be unhappy. Through being with real people in real time, you experience the wonderful long-term feelings of serotonin and oxytocin. Choose people over phones to feel the Joy Of Missing Out.</p> <p><i>Acknowledgement: Losada & Fredrickson</i></p> <p>Discuss with a classmate – when are times people you know have pretended online to be something they were not?</p> <p>What are ten things you can do in person with real people every day to feel JOMO?</p> <p>Last Word – if you want to be like everyone else, who will be like you?</p>
<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">MINDFULNESS</div> <p>OTHERS' DELIGHT. Look around the classroom and celebrate the fantastic achievements others have accomplished and enjoy the positive emotions you feel for them for at least five minutes.</p>	<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">MINDFULNESS</div> <p>OTHERS' DELIGHT. Look around the classroom and celebrate the fantastic achievements others have accomplished and enjoy the positive emotions you feel for them for at least five minutes.</p>
<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">RESPECTFUL RELATIONSHIPS</div> <p>With a classmate discuss – what are five strengths that students need to use well to enjoy learning in class? What are five positive emotions which could help you learn better and five negative ones which make learning difficult?</p>	<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">RESPECTFUL RELATIONSHIPS</div> <p>With a classmate discuss – setting regular short-term self-expectations move you towards your long-term goals. What are five strategies and three strengths you could action to maintain your efforts and overcome distractions? What are distractions which could confront you?</p>
<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">CHARACTER STRENGTH:</div> <p>Use TEAMWORK to do FRIENDS' STRENGTHS on page 130.</p> <p style="text-align: right; font-size: small;">www.viacharacter.org</p>	<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">CHARACTER STRENGTH:</div> <p>Use TEAMWORK to do FRIENDS' STRENGTHS on page 132.</p> <p style="text-align: right; font-size: small;">www.viacharacter.org</p>

WEEK 22

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<div style="background-color: #9c27b0; color: white; padding: 5px; text-align: center; font-weight: bold;">MEANING + PURPOSE</div> <div style="background-color: #9c27b0; color: white; padding: 5px; text-align: center; font-weight: bold;">ACTS OF KINDNESS</div> <p>Wellbeing Reality: by giving of yourself to do acts of kindness for others, you will lift both their and your wellbeing and build respectful relationships. Doing this will release oxytocin into your bloodstream, which generates feelings of kindness and trust.</p> <p>Kind acts include a ☺ saying hello or using welcoming body language. Remember, from little things, big things grow. When you feel flat, other's positive responses to your kindness, will create uplifting positive emotions in you.</p> <p><i>Acknowledgement: Diener, Lyubomirsky & Dutton</i></p> <p>Discuss with a classmate – what kind acts have you done or received recently?</p> <p>Do you get more satisfaction from giving or receiving acts of kindness and why?</p> <p>Last Word – live to give to add meaning to your life.</p>	<div style="background-color: #9c27b0; color: white; padding: 5px; text-align: center; font-weight: bold;">MEANING + PURPOSE</div> <div style="background-color: #9c27b0; color: white; padding: 5px; text-align: center; font-weight: bold;">KIND AND GENEROUS</div> <p>Wellbeing Reality: through using your strengths to show the courage to be kind and generous, even though some others might not accept your willingness to give of yourself, your state of wellbeing will thrive and flourish. Often you can't imagine the little positive differences to others' lives that smiling, giving, sharing, celebrating, forgiving, saying hello and thank you make. Their positive responses will lift you too. All of us can make the world a better and happier place by showing through acts of kindness that other people really do matter.</p> <p><i>Acknowledgement: Diener, Lyubomirsky & Dutton</i></p> <p>Discuss with a classmate – what are kind things others have done for you during this week and you have done for others?</p> <p>What are five acts of kindness you will do for others this next week?</p> <p>Last Word – to live is to give, which gives life real meaning.</p>
<div style="background-color: #9c27b0; color: white; padding: 5px; text-align: center; font-weight: bold;">MINDFULNESS</div> <p>MY BODY. It is very easy to focus on the things that are wrong with your body. Close your eyes for five minutes and think about at least ten parts of your body which are working really well.</p>	<div style="background-color: #9c27b0; color: white; padding: 5px; text-align: center; font-weight: bold;">MINDFULNESS</div> <p>MY BODY. It is very easy to focus on the things that are wrong with your body. Close your eyes for five minutes and think about at least ten parts of your body which are working really well.</p>
<div style="background-color: #9c27b0; color: white; padding: 5px; text-align: center; font-weight: bold;">RESPECTFUL RELATIONSHIPS</div> <p>With a classmate discuss – what are five Positive Personal Descriptors which you would like others to think about when they see you? Role model together or at home in front of a mirror how you will act and look like for each of them.</p>	<div style="background-color: #9c27b0; color: white; padding: 5px; text-align: center; font-weight: bold;">RESPECTFUL RELATIONSHIPS</div> <p>With a classmate discuss – pessimistic thinkers exaggerate, over react, take things personally, mind read, blame others and ignore positives. When is a time you thought in each of these ways? How does this type of thinking affect your relationships?</p>
<div style="background-color: #9c27b0; color: white; padding: 5px; text-align: center; font-weight: bold;">CHARACTER STRENGTH:</div> <p>Use CREATIVITY to do MUSIC MAGIC on page 132.</p> <p style="text-align: right; font-size: small;">www.viacharacter.org</p>	<div style="background-color: #9c27b0; color: white; padding: 5px; text-align: center; font-weight: bold;">CHARACTER STRENGTH:</div> <p>Use CREATIVITY to do MUSIC MAGIC on page 134.</p> <p style="text-align: right; font-size: small;">www.viacharacter.org</p>



WEEK 23 – GROWTH MINDSET

Parent Wellbeing: Another component of Self-Determination Theory (SDT) is relatedness, the feeling you are connected to those around you. Describe a time you have felt relatedness and how it motivated you. Acknowledgement: Ryan & Deci

There are two extremes to mindsets. Fixed, this is the way I am and nothing can change my abilities. Growth, I can grow my brain's abilities by learning new more difficult approaches. Neuroplasticity has proven that we can build new neural pathways through trying things just beyond our current capabilities. Most of our mindsets are somewhere in between these two extremes. Moving them towards growth is the way to achieve personal and academic growth.

When students understand and believe that they can stretch their brains' abilities by making private efforts to practise more intelligent processes, they are empowered to fail well. That is, making mistakes by trying more difficult things and then correcting them by learning new things.

- There are two types of student self-expectations:
- process – setting incremental things to achieve regularly to accomplish their goals; growth mindsets
 - performance – focusing on a benchmark to achieve and the end result, not the process; fixed mindsets.

Teaching students to set process, not performance self-expectations, encourages them to use their top strengths to continually lift their effort to explore new ways to approach their learning which builds their attention and broadens their engagement. As Michael Jordan once said, to achieve something, you must have expectations of yourself. *Acknowledgement: Dweck & Ericsson*

"Motivation is what gets you started. Habit is what keeps you going." Jim Ryun

WEEK 24 – SLEEP

Parent Wellbeing: Reflect on: Reliability – can people depend on you? Openness – can people expect you to deliver both good and bad news? Competence – can people depend on what you produce? Compassion – do people feel you treat them with consideration and respect?

Sleep deprivation is a massive issue for many students and is having a profound effect on their physical and mental wellbeing, because both their bodies and minds are not being rested and recharged. Also, essential growth hormones, which are released during sleep, will not be able to do their job.

Those students with a 24/7 addiction of being connected to their peers by having their phones on all night, makes deep and uninterrupted sleep impossible. Interestingly, studies have revealed that over 60% of adolescents are unhappy with and exhausted by this, don't understand the consequences of a lack of sleep and rest, but continue to stay connected because of FOMO. Also, the blue screen light from mobiles stimulates adrenaline release, further preventing sleep.

Assertive parenting of insisting no mobile or computer after 9.00 pm is the answer; it may lead to defiance, but to improve their health and wellbeing it is well worth weathering the storm.

At least 9 hours deep and uninterrupted sleep and rest are non-negotiable essentials for the healthy development of young people. Listening to students' opinions on things like sleep is important, but it is our role to ensure they are informed and knowledgeable about it.

Acknowledgement: Rath & Breus

"The future belongs to those who believe in the beauty of their dreams." Eleanor Roosevelt

WEEK 23

MIDDLE PLANNER

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ACCOMPLISHMENT + OPTIMISM

GROWTH MINDSET

Wellbeing Reality: by creating a growth mindset to become your best possible self, you will feel courageous to learn harder new approaches to grow your brain's abilities.

Like resilience, you are not born with a growth mindset. It is developed through your willingness to make the choice to put in the effort to deliberately practise what you learn, seek feedback on your mistakes and then fix them by learning more intelligent approaches.

Acknowledgement: Dweck & Ericsson

Discuss with a classmate – when are times you have challenged yourself to deliberately practise?

.....

When are times you failed at something and then learned new ways to achieve it?

.....

Last Word – choose to try harder new things to grow.

MINDFULNESS

HEADLINE: Look at a headline on a magazine or newspaper without reading the article. Spend five minutes being creative writing an article about the headline in your head or if you prefer on paper or electronically.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – assertive language gets your message across firmly and respectfully. Say what concerns you, how you feel and what you want to happen to create assertive statements for 1. You don't want to do something risky with your friends? 2. Your friends are texting non-stop and you don't want to?

CHARACTER STRENGTH: Use SOCIAL-INTELLIGENCE to do MOVIE STRENGTHS on page 130. www.viacharacter.org

SENIOR PLANNER

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ACCOMPLISHMENT + OPTIMISM

CONTINUUM OF MINDSETS

Wellbeing Reality: through deliberately adopting "can do" and "want to" attitudes and approaches to what you do, you will stretch your efforts to learn more difficult things, which will grow your brain's abilities. There are very few people who live at the two extremes of the continuum of mindsets, those being fixed and growth; most are somewhere in between and it varies for different things you do. You can nudge your mindset along the continuum towards growth by focusing on what you need to focus on and then setting goals.

Acknowledgement: Dweck & Ericsson

Discuss with a classmate – what are things you have a growth mindset towards and those you have a fixed mindset towards?

.....

What are areas of your life where you really need to have growth mindsets to challenge your best possible self?

.....

Last Word – believe that you can and that you will grow yourself.

MINDFULNESS

HEADLINE: Look at a headline on a magazine or newspaper without reading the article. Spend five minutes being creative writing an article about the headline in your head or if you prefer on paper or electronically.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – technical self-talk is an effective strategy to talk you step by step through a challenge. Create technical self-talk to navigate these situations 1. Presenting a talk about your study approaches at an assembly? 2. Organising what you need to get done during the holidays, such as revising your subjects?

CHARACTER STRENGTH: Use SOCIAL-INTELLIGENCE to do MOVIE STRENGTHS on page 132. www.viacharacter.org

WEEK 24

MIDDLE PLANNER

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HEALTH + STRENGTHS

SLEEP

Wellbeing Reality: by learning routines on how to have a deep and uninterrupted sleep, you will boost both your physical and mental wellbeing. There is no substitute for sleep.

Every night, your mind and body need at least nine hours sleep to rest and recharge.

To sleep well, go to bed at the same time, turn off your phones an hour before and use bedtime routines such as reading, journaling what went well, meditation or deep breathing.

Acknowledgement: Rath & Breus

Discuss with a classmate – what bedtime routines are you using to sleep well?

.....

What things do you need to let go of and change to sleep well?

.....

Last Word – use JOMO to have a deep and uninterrupted sleep.

MINDFULNESS

PAINTING WHAT: Using water colours, paint or pastels draw a special person you love, your pet or a place you would love to be.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – since last year, what are things that you now have to do that sometimes cause you to feel anxious or stressed? Who could and should you share these with to feel better?

CHARACTER STRENGTH: Use ZEST to do ADVENTURE EAT on page 132. www.viacharacter.org

SENIOR PLANNER

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HEALTH + STRENGTHS

SLEEP REALITIES

Wellbeing Reality: through understanding the severe affects of sleep deprivation for your health and accepting your essential need for at least 8 hours deep and uninterrupted sleep, you will provide your mind and body with the much needed rest they require. Screen light from your phone restricts the release of the sleep hormone melatonin, making it difficult to fall asleep; turn it off two hours before bed. Bedtime routines such as journaling, reading or meditating will also help you to sleep much better, so that you can challenge your best possible self.

Acknowledgement: Rath & Breus

Discuss with a classmate – what are things you do right and things you do wrong to enable a good night's sleep?

.....

What bedtime routines could you start doing to ensure you sleep well?

.....

Last Word – a good sleep benefits nearly every area of your life; the opposite is also true.

MINDFULNESS

PAINTING WHAT: Using water colours, paint or pastels draw a special person you love, your pet or a place you would love to be.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – FOMO is a result of a social media addiction. JOMO, the Joy Of Missing Out, is a strengths based way to overcome this addiction. When are times you have used your strengths to use JOMO? How do you think JOMO is better than FOMO for relationships?

CHARACTER STRENGTH: Use ZEST to do ADVENTURE EAT on page 134. www.viacharacter.org



SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
 Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**
 The Learning Curve Funded by School P & C
 Available online <http://learningcurve.com.au>
 User **MLSHS Password MLSHS6050**

WEEK 25 – LASTING GOOD TIMES

Parent Wellbeing: A skill of social-emotional resilience is being able to control your impulses. Describe a time you have done this and how you could do it more often.
 Acknowledgement: Rievich & Shatte

The frenetic pace at which the world is moving today means that often special events we experience are quickly forgotten. We don't have time to maintain the joy and positive emotions we enjoyed at the time. There is so much more to life than increasing speed and relishing the journey is what it should be about.

Teaching students how to prolong and relive the feelings from magic moments and look forward to upcoming events, are effective ways to build their wellbeing. Being able to do this is called savouring.

There are tried and proven ways to savour including, when the moment is happening, take photos and record your feelings on your phone, then listen to the recording and look at the photos to relive the event. Or, after the experience, write down the positive emotions and feelings you had, then read your story to enjoy the experience again.

When things are not going as well as they could for students and they are despondent, encourage them to relive their special moments, by asking them to tell you their story about the event and using active constructive responding to ask them to tell you more several times. They will soon bounce back to be more positive. Acknowledgement: Bryant & Veroff

Wellbeing Measurement Tool: Students, staff and parents can measure the state of their wellbeing by taking the free PERMAH survey at <https://permahsurvey.com>
 Acknowledgement and thanks: Dr Peggy Kern & Michelle McQuaid

"Good things don't happen in a hurry." German Proverb

WEEK 26 – ASSERTIVE AND RESPECTFUL

Parent Wellbeing: A skill of social-emotional resilience is having optimism and hope for the future. Describe a time you have felt this and what you could do to feel it more often. Acknowledgement: Rievich & Shatte

Risk taking is part of adolescence and students need to learn how to say no if they don't want to participate. Working against them having the strength to say no is their overwhelming need to stay socially connected to their group of peers and friends. Many teenagers often much prefer loyalty to the group over what they know is the safe and right thing to do, meaning they may not be prepared to stand up to the group.

An effective strategy is to teach students how to use their strengths to speak assertively to say what they want to happen in a clear, firm and respectful way so others are in no doubt of what they mean and intend to do.

The following is a guide of how to use assertive language which wins peer attention and respect:

- say what concerns you – "I think someone could get hurt doing this."
- say how you feel – "I feel very unsafe being involved in this."
- say what you want to happen – "I am not doing this and don't want any of you to do it either."

Two types of language which don't work in these situations are aggressive/threatening and submissive/yielding. Acknowledgement: Seligman & Griffin

"Great minds have purposes, others have wishes." Washington Irving

WEEK 25

MIDDLE PLANNER

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SENIOR PLANNER

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POSITIVE EMOTIONS + GRATITUDE



SAVOURING

Wellbeing Reality: by enjoying present, looking forward to, or revisiting special experiences in your life, you will be filled with positive emotions and feelings of gratitude. This is called savouring and doing it often builds your wellbeing.

To savour, plan enjoyable activities, take photos of events to look at later, journal how you felt at the time or be fully present while the special experience is happening. Savouring keeps your grateful feelings circulating in your heart.

Acknowledgement: Bryant & Veroff
 Discuss with a classmate – what are past, present or future experiences which you can practise savouring now?



How do you think savouring could relax you and reduce anxious feelings?

Last Word – savour often to self-generate positive emotions.

MINDFULNESS

FRAGRANCES. Small perfume or a flower and take in the beautiful smells. Spend five minutes reflecting on where you may have enjoyed these fragrances before and how you can experience them again.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – what are five problems your friends could help you with and five problems you would need to ask trusted adults with? What are your reasons for this?

CHARACTER STRENGTH: Use **HONESTY** to do **SPORTING STRENGTHS** on page 131. www.viacharacter.org

POSITIVE EMOTIONS + GRATITUDE



LASTING GOOD TIMES

Wellbeing Reality: through thinking of special things that happened in the past, or are happening now, or are going to happen in the future, you will fill yourself with an uplifting flood of positive emotions. Doing this is called savouring, which has great proven benefits for your state of wellbeing.

To savour take photos, journal about your experiences, be in the present moment at events and enjoy planning upcoming things in your life, such as socialising and holidays. To feel fulfilled, continually search for, revisit and savour times you are grateful for.

Acknowledgement: Bryant & Veroff

Discuss with a classmate – what are special memories, good things happening now and what you are looking forward to and why?



What are special things you are looking forward to during the next two weeks?

Last Word – savouring special times adds meaning and fulfilment to your life.

MINDFULNESS

FRAGRANCES. Small perfume or a flower and take in the beautiful smells. Spend five minutes reflecting on where you may have enjoyed these fragrances before and how you can experience them again.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – assertive responses have the structure, say what concerns you, how you feel and what you want to happen. What are three peer pressure situations which could happen for you and make up an assertive response for each one? How will being assertive affect your relationships?

CHARACTER STRENGTH: Use **HONESTY** to do **SPORTING STRENGTHS** on page 133. www.viacharacter.org

WEEK 26

MIDDLE PLANNER

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SENIOR PLANNER

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ENGAGEMENT + MINDFULNESS



ASSERTIVE AND RESPECTFUL

Wellbeing Reality: by practising assertive and respectful statements, you will feel prepared when you need to use them in difficult situations. To do this, say what concerns you, how you feel, what you want to happen and then practise saying it to yourself. Avoid being aggressive or timid.

Acknowledgement: Seligman & Griffin
 Discuss with a classmate – when are times you have used assertive and respectful statements?

When are times you said yes to others which you later regretted?

Last Word – believe you are in control of you to be assertive and respectful.

MINDFULNESS

TREE BRANCHES. Look at a tree or shrub for 5 minutes and count as many different branches as you can.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – when are times not asking for help with problems you are experiencing, could put pressure on your respectful relationships? Share times this has happened.

CHARACTER STRENGTH: Use **LOVE OF LEARNING** to do **BRAIN STRETCH** on page 133. www.viacharacter.org

ENGAGEMENT + MINDFULNESS



RESPECTFUL, ASSERTIVE AND MEASURED

Wellbeing Reality: through making yourself clear to others using respectful, assertive and measured language, you will get your message across so that they understand. In your teenage risk taking environment, there will certainly be occasions when you don't want to participate in an activity. To feel empowered to keep yourself and friends safe, say what you are concerned about, that you don't want to participate and what you want to happen. There is nothing more pathetic than seeing someone not speak up or be too aggressive in their response.

Acknowledgement: Selig & Griffin
 Discuss with a classmate – when are times you did speak this way and times you should have spoken this way and what happened?

What are upcoming events or situations where you will need to speak this way?

Last Word – be safe in your risk taking actions through your respectful, assertive and measured words.

MINDFULNESS

TREE BRANCHES. Look at a tree or shrub for five minutes and count as many different branches as you can.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – seeking help when you need it takes courage because you have to admit you aren't coping. What are ten fears and concerns you think senior students could have to be afraid to seek help?

CHARACTER STRENGTH: Use **LOVE OF LEARNING** to do **BRAIN STRETCH** on page 135. www.viacharacter.org



Disability Access and Inclusion Plan

2021-2025

Community Engagement



The City's Disability Access and Inclusion Plan identifies the outcomes the City will achieve to improve access and inclusion for people of all abilities. The Plan is now due for review, and we would love to hear your feedback for how the City can continue making the city safe, comfortable and accessible for all people.

Come along to one of our community engagement sessions below:

1
Workshop (in person)
 4pm to 5.30pm
 Friday 26 June
 Perth Town Hall
 *Auslan interpreted session

3
Workshop (online)
 5pm to 6.30pm
 Wednesday 1 July
 on Zoom

2
Workshop (online)
 9.30am to 11am
 Wednesday 1 July
 on Zoom

4
Workshop (online)
 9.30am to 11am
 Thursday 2 July
 on Zoom

Please register your interest in attending one of the above sessions by emailing perthforpeople@cityofperth.wa.gov.au or calling us on 9461 1570 at least two days prior to the session. You can also visit engage.perth.wa.gov.au to complete our community survey. All participants will be entered into a draw to win amazing prizes.

SATURDAY 4TH JULY BEACH WRESTLING

- For **EVERYONE!!!** (It's easy to play)
 - 10am – 2 pm
 - Registration - \$15 inc. 12 months **BASED** registration
 - At 45 Collingwood Street, Osborne Park WA 6017
- Brought to you By: **BASED Wrestling**

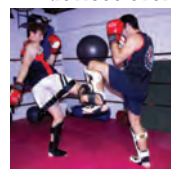


For More Information:
 PHONE: 0418959020
 Email: basedwrestling.aus@gmail.com



SCHOOL OF FREESTYLE MARTIAL ARTS

Looking to keep the kids off their devices over the holidays?



Muay Thai



Freestyle Martial Arts



Brazilian Jiu Jitsu



Come down over the holidays!
 Give it a go!
 What have you got to lose?

CALL NOW - 0429 123 202
 for a two week **FREE** trial

Timetable

	Tuesday	Wednesday	Thursday		Friday
6:20pm – 7:20pm	Freestyle Martial Arts	Muay Thai	Freestyle Martial Arts	6:50pm – 7:50pm	Brazilian Jiu Jitsu
7:30pm – 8:30pm	Shin Sei Kan WA School of Japanese Swordsmanship	Brazilian Jiu Jitsu		7:55pm – 8:55pm	Muay Thai

0429 123 202 | 14 Government Road, Nedlands, WA 6009 | admin@sofma.com.au | www.schooloffreestylemartialarts.com



<https://careers.lawley.wa.edu.au>



Mount Lawley Senior High School
Careers

IMPORTANT INFO SENIOR SCHOOL POST SCHOOL OPTIONS WORKPLACE LEARNING FOR PARENTS FOR STUDENTS



Mount Lawley Careers

Our aim is to provide you with all the latest information that will help you make decisions about your future career and your life beyond school.

You can use this site to locate University, TAFE and any other type of course across Australia, get information about the WACE, search for job vacancies and much more. Feel free to drop into the Careers Office if you have any questions.

FIND A:

- CAREER
- COURSE
- SCHOLARSHIP

Powered by: GOOD EDUCATION GROUP

QUOTE OF THE WEEK

CAREER TARGETS
(2020 Edition)

Sort through more than 450 job descriptions to find ones that appeal to you.

Careers Courses Scholarships

career search

JobName

Choose a Work Field

Choose Type of Work

Find Careers

“

I am not a product of my circumstances.
I am a product of my decisions.

STEVEN COVEY

Please Select a Career Target

Click on the job links below to get more information:

Explore your interest in **INDUSTRIAL ARTS**
Target your career by following the links above

CONSTRUCTION FUTURES CTF

OPEN DAY

Thursday 16 July 2020
Session starts at 11am

To book a session time phone (08) 9244 0100 or email cfc@ctf.wa.gov.au

Sessions run for 1 1/2 hours
Admission is **FREE** | **BOOKINGS ESSENTIAL**





WIN PRIZES!



BASED Wrestling need YOUR help!
DESIGN a mascot for us
WIN \$50 JB voucher; 1st
WIN Fitness Trackers; 2nd & 3rd
Design an Australian Animal Mascot and send us your design



For more information about **BASED** and **Terms and Conditions** go to:
www.basedwrestling.org

WHAT YOU NEED TO KNOW
 Design an Australian Animal mascot
 Incorporate Blue/silver in the design
 Who – YR 7 – 12
 Open – NOW! Closes – Wednesday 18th June 2020

OR
 Contact Karen Gregory



Email your entry as an attachment to:
karen07.estrella@gmail.com with your contact details in the message



THE EXAM EXPERTS WE ARE THE EXAM EXPERTS T . E . E . Consultants



Enrol in Exam Preparation Courses in July

We are The Exam Experts

T.E.E. is a leading provider of intensive exam preparation courses for year 12 students preparing for ATAR examinations.

Our July school holiday revision program is a unique opportunity for you to learn from WA's most experienced teachers while attending classes in lecture theatres at the University of Western Australia. You may even be eligible to live in University colleges for the duration of the course to further enhance the experience!

This course will provide you with structured and targeted revision, new strategies for learning and revising and effective exam techniques designed to improve ATAR results through building your confidence, knowledge and skills.

Course Details

Dates

Monday 6 July - Friday 10 July, 2020

PRICE - \$180 (per subject)
 (2 hours per day, total 10 hours)

Location

The University of Western Australia

Why choose T.E.E.?

- ✓ We will help you take the stress out of exam preparation.
- ✓ You will receive structured and targeted teaching and course notes that are yours to keep.
- ✓ We offer the best value revision programs and the best W.A teachers.
- ✓ We have been specialists in year 12 study courses since 1987.
- ✓ You will maximise your learning and your ATAR.

Accommodation Packages

Subsidised full board accommodation at UWA is available for students enrolled in 3 or more subjects.

Package includes: course fees, accommodation from 5 July - 10 July 2020 and 3 meals/day:

SPECIALS - \$780 (3 subjects)
\$880 (4 subjects)
\$995 (5 subjects)

2020 T.E.E. JULY YEAR 12 ATAR REVISION TIMETABLE

8.30am - 10.30am	10.45am - 12.45pm	1.00pm - 3.00pm	3.15pm - 5.15pm	5.30pm - 7.30pm
Chemistry	Physics	Maths Methods	English	Modern History ★
Biology	Human Biology	Maths Applications	Literature	Geography
Physical Education	Psychology			Health Studies
				Maths Specialist

★ Modern History students will study 5 hours of Unit 3 Russia 1914 – 1945 and 5 hours of skills development and practice.

Enrol online:
www.theexamexperts.com.au

☎ 9314 9599
 ✉ Info@tee.com.au

ART STUDIO



AT SUNFLOWER & IVY

The studio is a place to nurture, connect and create. Choose from instructional art classes, art therapy, craft groups and art for change workshops.

6/896 Beaufort Street, Inglewood
 (2nd Floor)



Kids & Adult Bookings

<http://www.sunflowerandivy.com.au/shop>
 043974338
 @sunflower_and_ivy

