

COOL.ORG HOPE FRAMEWORK

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Identify the Tone

Help learners identify and express language used around pessimism and optimism.

- Read texts and discuss which words have positive or negative connotations
- Watch videos and identify the emotions expressed and displayed
- Sort news into good, bad, and better.

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Encourage a Growth Mindset

Encourage learners to see their abilities and potential and reinforce that understanding and knowledge grow over time and with experience.

- Use thinking tools such as “I used to think... Now I think...”
- Practise critical thinking and metacognition strategies.
- Role model your own or other's change in learning
- Remind others about the role of practice, prototyping and planning.

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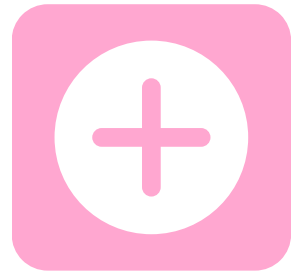
Use Humour

In the right context some humour, an amusing story or a pun, can be great antidotes to negativity bias.

- Wordplay. Such as “There is no Planet B”
- Being light-hearted. Such as “The correct term for washing an oiled penguin is to ‘floof’ it.”
- Consider the ridiculous - take the small, funny things and run with them!

****Know your audience! Make sure your humour is inclusive and kind and not at someone’s expense****

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Use Positive Reframing

Help learners seek positive ways of evaluating an event and reframe challenges by looking at them as temporary, specific and possible to change.

- Look at regrowth and regeneration, such as forests after bushfires
- Explore recent discoveries, such as scientists regrowing coral reefs
- Share stories of finding safety, such as refugees who found safety and security.

Be mindful of not downplaying traumatic experiences. Rather than forcing positivity, provide pathways for positivity to grow.

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Shift Awareness

Show learners that there are different ways to view a situation. Help students understand the perspectives of other people or stakeholders with empathy, questioning, and observation.

- Identify the different roles of people involved in a challenging situation
- Use prompting questions to look at perspectives - What did these people do? How were they feeling? Why did they respond in the way they did?
- Humanise the stakeholders involved and build deeper levels of understanding.

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Avoid Catastrophizing

Be mindful of focusing on repeated doomsday scenarios, and help learners find proactive, small steps to respond to the problem.

- Audit how much content in your curriculum might be focusing on disasters or tough issues
- Avoid sharing information sources that seek to sensationalize a situation
- End each lesson with a Take Action that leaves students feeling empowered
- Take breaks from the tough stuff. For example, look at the impacts of a bushfire event, but look at the teams rehabilitating and releasing wildlife.



Look for the Helpers

Highlight the role of responders in times of crisis, those who take the initiative and those who rally the support of people, resources, and activities.

- It is a famous quote by Mr. Rogers. It moves learners from helplessness in a disaster to a response
- Finding the names or roles of individuals who are helping
- Identify organisations lending assistance
- Think about what is needed - create a list of agencies that can help.

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Select the Solutions

Support learners to focus on the responses and actions that led to solutions.

- Break the issue into smaller problems. “How do you eat an elephant? One bite at a time!”
- Move from big ideas to achievable, realistic actions
- Past events mean looking at the actions and responses that led to solutions.
- What lessons can we learn from the past to be prepared for the future?

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