**Course Handout:**

**LifeChanger is coming to my school - what should I do before, during and after each visit?**

# **MODULE 1 - Before a LifeChanger visit**

**LESSON 1 - INTRODUCTION**

**THE FIVE PILLARS**

LifeChanger Foundation’s youth program centres on the Five Pillars of Health, Skills, Self, Purpose and Tribe to build emotional, social and resilience skills. Key themes explored during the program include physical and mental health, mindfulness, goal setting, problem-solving, gratitude, self-awareness, resilience and connection.

**Health**

The Health Pillar addresses how movement, nutritional awareness, recovery and mindfulness can enhance feelings of positive well-being and develop students’ self-awareness and connection between body and mind.

**Skills**

The Skills Pillar focuses on building resilience and life skills such as goal-setting, problem-solving, resilience and gratitude to help students effectively work through challenges.

**Self**

The Self Pillar assists students to enhance their self-awareness and practise self-regulation. They learn how to identify their thoughts and emotions and reflect on how these influence their behaviours and actions.

**Purpose**

The Purpose Pillar helps students reflect on their passions, hobbies and interests and recognise how these can help provide a sense of purpose and direction in life as they explore future pathways.

**Tribe**

The Tribe Pillar encourages students to form deeper connections with their peers, family members and community. They also evaluate their friendships to recognise how they can support and value themselves and others.

**LESSON ACTIVITY**

Take a moment to consider what you hope students will gain from participating in the LifeChanger program and record your answers.

* Based on the Five Pillars, what would you like your students to gain from the program? Try to list 1-2 outcomes for each Pillar.
* Based on the Five Pillars, are there any attitudes, behaviours or actions you want to see change or develop as a result of the program? What are they (be specific)?

**LESSON 3 - PREPARING STUDENTS**

**LESSON ACTIVITY**

Create a checklist of actions you should carry out prior to LifeChanger’s first visit.

Examples

* Book needed school resources, such as room reservations
* Establish group agreements with the Year 8s during homeroom

**MODULE 2: During a LifeChanger visit**

**LESSON 1 - WORKSHOP PARTICIPATION**

**LESSON ACTIVITY**

* To continue learning about the impact of role modelling in the classroom, read the following article [*Role modelling - making the most of a powerful teaching strategy.*](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2276302/)
* Summarise your understanding of the importance of role modelling in the classroom.

**LESSON ACTIVITY**

Reflect on what authentic input looks like for you. Take a moment to set yourself a personal goal for authentic input during LifeChanger’s visit.

**LESSON ACTIVITY**

Take a moment to consider the students that will be working with LifeChanger and answer the following questions:

* Are there any students that LifeChanger needs to be aware of?
* Are there students that may need additional support during or after the workshop?

**MODULE 3: After a LifeChanger visit**

**LESSON 2: DEBRIEFING LIFECHANGER SESSIONS**

**LESSON ACTIVITY**

Consider the following scenarios and ascertain the questions you could ask to debrief using the Four F’s model:

Facts

Feelings

Findings

Future

*Scenario 1:*

*Students have just completed an activity focused on exploring their inner hero and inner villain in relation to their mindset. You have noticed that several students struggled to identify positive self-talk and could easily provide examples of their negative self-talk.*

*Scenario 2:*

*During a trust-building exercise, 1 student became quite reactive and refused to participate and instead opted to sit outside the room. They rejoined the group after this activity was finished.*

Then, answer the following questions to check your understanding:

* Identify 3 different potential scenarios that could occur that would require an incident debrief to take place.
* Who are the relevant people in your school that would need to be contacted following an incident that concerned student wellbeing?
* What is the purpose of debriefing activities and incidents?

**LESSON 3: MEASURING WORKSHOP IMPACT**

**Observations**

Observing the interactions of students who participated in the LifeChanger program will be an important part of understanding the impact.

Here are some questions you could ask yourself or discuss with colleagues:

* Have they become more collaborative and supportive of each other?
* Have they developed a sense of empathy and respect for different perspectives?
* Have they become more confident, outgoing, and assertive?
* Have they started taking more initiative and responsibility in their activities?
* Have their communication skills improved?
* Have they shifted some unhealthy habits and negative mindsets?

**LESSON ACTIVITY**

Take a moment to consider your students and school context and address the following questions:

* What student data does your school already collect? How might it be useful to measure the impact of the LifeChanger program?
* What’s one way you could gather your own data? For example, develop a survey for students to complete before and after a LifeChanger workshop to see if their knowledge or mindset towards a topic has shifted.

**MODULE 4: Course summary**

**LESSON 1 - COURSE REFLECTION**

**LESSON ACTIVITY**

Consider how this course has helped grow your knowledge and/or confidence and answer the following questions:

* What’s 1 new thing you’ve learned and would like to apply?
* Do you feel confident in participating and adding value to the LifeChanger workshops? Why/why not?
* Do you feel confident delivering additional SEL lessons? Why/why not?
* Do you have any outstanding questions or concerns? Write them down.