



School Wellbeing Program Outline

ONLINE PRESENTATION FORMAT

DURATION

10 weeks x 30 – 60 minutes each lesson
Recommended to be done INDEPENDENTLY

ABOUT THE FACILITATOR

I have worked with children in a range of settings for over 20 years. I am a parent, a registered middle/secondary teacher, and a Nuero Limbic Conditioning Master Coach (life coach). I also worked and trained as youth worker with Families SA in residential care for 5 years.

I am fascinated with human behaviour, and how the decisions that we make each and every day, create the life that we live. The program I have designed is to empower participants with the skills, knowledge and ability to apply this in their every day life.

I left home around 12 years of age, and in the years following, I lived in other peoples houses, in women's refuges, and housing trust homes. I would line up at the Salvation Army to receive food donations on a weekly basis. I completely turned my life around, and immersed myself in study so that I would be able to spread the skills and knowledge of how people can create their own future regardless of what they were born in to.

Mission

To empower students to understand themselves and others, relative to the world they live in. To allow students a journey towards understanding that life can be whatever they choose it to be, and the decisions they make today will define how they live tomorrow. To cut the cord to the stories that are not their own and to create a life they are excited by. To live with purpose, to grow and evolve to be the best version of themselves.

Resources Required

A new journal is highly recommended to record your journey.

Course Outline

Week 1 Life Wheel

Learning Intention

Students will gain an understanding of what a balanced life looks like and why it is important. Students will look at 8 different areas of their life and place a value out of 10 on how they are performing in each area. This will set the precedent for the entirety of their course as each topic is referenced throughout the program.

Success Criteria

Students can recognise the different areas that exist within their life, what areas they put a lot of time in to, and what areas need more time.

A life wheel for youth looks slightly different to that of an adult, and this is why it is important to consider and assess at the beginning of a wellbeing program. This is also used as a reference point to mark the starting point for the participants wellbeing journey, and revisited at the conclusion of this express program.

Week 2 Discovering Emotions

Learning Intention

Students learn about their current emotional vocabulary, and are able to recognise the root cause of emotions and how when they feel when they experience those emotions. New methods are introduced to assist students to more accurately describe the challenges and use new language and understandings.

Success Criteria

Students can reflect on past experiences and apply a more accurate description of how they felt and apply tools to alter their existing perspective towards one of gratitude and understanding. Students evolve and grow through understanding the challenge at the time and how they can utilise those to develop resilience moving forward.

Week 3

Understanding the Social Brain

Learning Intention

Students learn how their social brain was programmed, who they are and how they communicate. Students reflect on how they communicate to others, how this can be improved, and learn more about their strengths and weaknesses.

Success Criteria

Students can describe what type of communicator they are, and how they are able to better communicate with others.

Based on the work of Dr Arini Verwer, an international educator who works in partnerships with schools in The Netherlands, she is a regular facilitator, and has spent her career understanding the design of our Social Brain. She has a Doctorate Degree in Moral Education and has focused her work on the Social Neurosciences in relation to how we create our behaviour and our choices.

Week 4

Laws of Balance

Learning Intention

Students engage in understanding the “Law of Duality”, how everything that is bad is equally good.

Success Criteria

Students are able to apply the “Law of Duality” to past experiences as well as imagined future experiences. How challenges present them with an opportunity for growth and evolution.

Week 5

Learning Our Values

Learning Intention

Understand that our values depict how we choose to live our lives. The choices that we make, reflect what is important to us and how we want to live each day.

Success Criteria

Students define what is important to them and how they are able to fill their own cup. Students can communicate how they are able to live daily according to their values.

Week 6

The Importance Of Being 'Still'

Learning Intention

Students engage in being 'still' and how this practice can be used in daily life when they need to balance themselves. Students are exposed to the benefits of including this in their lives moving forward, and how they can use this skill as required.

Success Criteria

Students can explain the individual benefit of including time to be still in their lives. Students can reflect on how time spent being still makes them feel and how it can impact their lives in the future.

Week 7

How We Think Effects Our Body (Psychosomatics)

Learning Intention

Students will learn that their thoughts control how they feel, and how they have full control over their thoughts. The thoughts students have will program their brain. Students begin to understand that they are the programmer of what they choose to see.

Success Criteria

Students can apply knowledge of physical symptoms to their thoughts. They will be able to communicate how the effects of their feelings, such as stress, makes them feel. Using this information, students are able to apply knowledge when they are facing uncertainty in their future.

Week 8

What We Eat Can Effect How We Function

Learning Intention

Students begin to create a food journal to reflect on what they are consuming in relation to how they feel physically. Connections are made between food choices and how the body is supported to function on a daily basis. Students are also requested to analyse their sleeping patterns and the importance of a good nights rest.

Success Criteria

Students define what changes they are able to make to improve their physical state in relation to food consumption and their sleeping habits. They can reflect on their past choices, and find alternative options to support their health and wellbeing.

Week 9

Confidence, Independence and Resilience

Learning Intention

Students begin to learn how to develop these life skills. Using the work from previous weeks we examine the implementation of such life experiences and how they are applied to develop these LIFE SKILLS.

Success Criteria

Students connect the dots from their learning to their experiences and apply knowledge and how they are able to define times when they were confident, independent and resilient. Moving forward students speculate on how they can apply these character traits in their lives.

Week 10

REFLECTION

Learning Intention

Students reflect on their 10 week journey. They revisit their life wheel from week 1 and reassess their life from the changes that they have implemented. A quick overview is given of the topics from the 10 week express program.

Success Criteria

Students can describe how being a participant in this 10 week express program has effected their life.

Students are asked to participate in a questionnaire to provide their feedback.

I would like to thank you for reading through the program outline, and encourage you to contact me, should you wish to discuss this further and in more detail.

I look forward to working together to empower young people to design their own life regardless of their starting point.

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