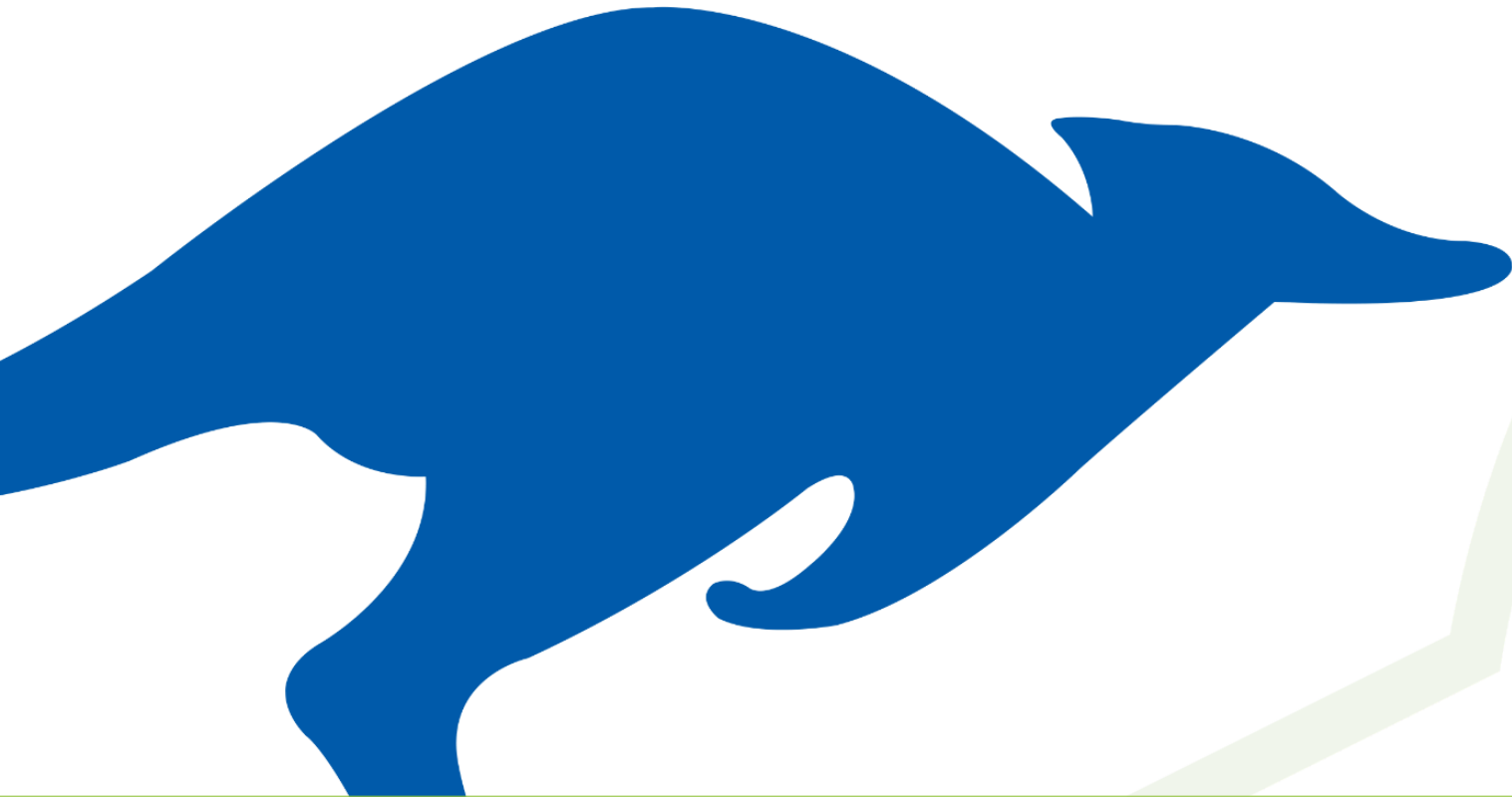




Team True North

Learning Resources

Level 3-4



Education
and Training

True North Foundation - Level 10



CONTENTS

Teacher Resource	Team True North Curriculum Map	1-2
Lesson 1	Similarities and Differences	3-8
Lesson 2	Emotions	9-14
Lesson 3	Conflict	15-20
Lesson 4	Collaboration	21-27

CURRICULUM MAP

LEVEL 3-4

	Lesson 1 Similarities and Differences	Lesson 2 Emotions	Lesson 3 Conflict	Lesson 4 Collaboration
Personal and Social	similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion <u>VC2CP4O01</u> how similarities and differences can affect relationships, and when and how behaviour and attitudes should be modified <u>VC2CP4O02</u>	the influence social situations have on emotional responses and behaviour <u>VC2CP4S01</u> strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them; strategies for communicating emotions and expressing empathy for feelings and needs communicated by others	conflicts experienced in peer groups; the influence of different behaviours and attitudes on outcomes <u>VC2CP4O05</u>	the importance of including others in activities, groups and games, and how this can be enabled <u>VC2CP4O03</u> the benefits of collaboration, and criteria that can be used to evaluate collaboration skills <u>VC2CP4O04</u>

		<u>VC2CP4S02</u>	strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them; strategies for communicating emotions and expressing empathy for feelings and needs communicated by others <u>VC2CP4S02</u>	
Intercultural	understandings that can be gained from intercultural experiences, including a critical perspective on, and respect for, diverse cultures, including their own <u>VC2CI4C02</u>			
Health and Physical Education	describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities <u>VC2HP4P05</u>	explain how and why emotional responses can vary and practise strategies to manage their emotions <u>VC2HP4P06</u>	select, use and refine personal and social skills to establish, manage and strengthen relationships <u>VC2HP4P04</u>	select, use and refine personal and social skills to establish, manage and strengthen relationships <u>VC2HP4P04</u>

LESSON 1: SIMILARITIES AND DIFFERENCES

Team True North | Level 3-4

Time	50 to 60 minutes
Resources	• Cones or chairs (one per student) • <i><u>Who am I?</u></i> (one per student) • <i><u>The Kids' Draft</u></i> (one per student or display on the screen) • <i><u>I Used to Think / Now I Think</u></i> (one per student) • <i><u>Team True North anchor chart</u></i> • Lesson slides
Learning Intention and Success Criteria	To understand and celebrate our differences. I can: • Describe similarities and differences between myself and others • Participate respectfully in discussions about diversity • Explain how diversity can contribute to a positive classroom community • Explain something I learnt about a classmate's experience or perspective
Curriculum Links	• similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion <u>VC2CP4O01</u> • how similarities and differences can affect relationships, and when and how behaviour and attitudes should be modified <u>VC2CP4O02</u> • understandings that can be gained from intercultural experiences, including a critical perspective on, and respect for, diverse cultures, including their own <u>VC2CI4C02</u>

- describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities [VC2HP4P05](#)

Method

Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can *phone a friend* and ask a partner for help, or you can pre-warn them, for example: *Phone a friend*, and I'll come back to you after two more people, so get your thinking ready.

- Activate prior knowledge:** What kinds of things might we be talking about when we talk about our differences? If the conversation stays at the surface, prompt: What about the things you cannot see just by looking at someone?

Assessment	Students	Observe
Diagnostic	Students respond to the opening discussion question about what kinds of differences people have.	Note whether students stay at the surface level, listing differences such as appearance, food or sport, or move to less visible ones like values, beliefs, family background or experiences.

- Display the learning intention and success criteria. Read them aloud and unpack the meaning.
- Run **The Siren Sounds For**. Students sit on chairs in a circle (or stand behind cones). Explain: When I say, 'The siren sounds for...', everyone the statement applies to must find a new chair.

You may not return to the same chair or move to one of the chairs next to you. Choose two or three from each category, progressing from surface to more personal.

Surface:

- Everyone wearing something blue
- Everyone with long hair
- Everyone wearing lace-up shoes
- Everyone who walked to school today
- Everyone who had cereal for breakfast

Preferences and habits:

- Everyone who prefers summer over winter
- Everyone who has a pet
- Everyone whose favourite subject is not maths
- Everyone who plays sport outside of school

Interests and identity:

- Everyone who speaks more than one language
- Everyone who has a hobby nobody knows about
- Everyone who has a special food tradition in their family

Feelings and values:

- Everyone who thinks it matters to notice when someone is left out
- Everyone who thinks trying your best matters more than winning
- Everyone who has done something kind this week without telling anyone

Check for understanding: Thumbs up if this is something you could tell just by looking at someone, thumbs down if it isn't: whether someone finds it hard to ask for help.

4. Run **The Kids' Draft**. Explain that your class is putting together a North Melbourne team. Display player profiles on **slides 4-5** or distribute *The Kids' Draft* handout and read them aloud. Students work in pairs to draft their top three players and explain their choices. After

the discussion, reveal the twist: A strong team needs all of these players. Connect: Just as in AFL, we work alongside people who bring different experiences, cultures and talents.

5. Display **slide 6** and run a class discussion.

- How do our differences make our class stronger as a team?
- What differences do we each bring to class?

Teacher guidance: In the AFL example, the players bring different physical skills. Students should also consider mental strengths, personality traits, backgrounds, experiences and cultures.

6. Run **Who am I?**



No two players on a team are exactly the same, and that's what makes a team work. **Play the player video** on **slide 7** to see a worked example of *Who am I?*



Display **slide 8** and distribute *Who am I?* Complete the first box together as a class, with every student filling out their own sheet.



Release students to complete the rest of the activity independently.

	7. Once everyone has finished, students stand in an open space holding their sheet. Call out each circle on the sheet, alternating between: Find someone who has the same answer, and find someone who has a different answer. In each pair, students ask one follow-up question about their partner's answer. For example, for number of siblings, a follow-up could be: What are their names? The aim is to share and celebrate what makes each student unique. Enable For students who find it difficult to write independently, allow them to draw answers in the circles. The partner-finding activity is the main task. The worksheet is a tool, not the goal. Extend Students who finish early add a tenth circle of their own choosing, something about themselves that no other circle captures. They share this with a partner and explain why it is important. 8. Run a class discussion. Ask: What is one thing you found out about someone that surprised you? Explain: Some of the most interesting things about each other are the ones you cannot see just by looking. 9. Run Two Truths and a Lie. Students work in pairs. Each student thinks of two true statements and one false statement about themselves, going beyond surface level. Encourage students to think about their experiences, beliefs, family traditions or things people would not know just by looking at them. Partners take turns sharing their three statements in any order while the other guesses which one is the lie. Once the lie is revealed, students briefly explain the truth behind each statement before swapping roles.
Review	1. Return to the learning intention and success criteria. Ask: What does it mean to understand and celebrate our differences? 2. Display slide 12. Run the following thinking routine, I Used to Think / Now I Think.

Project Zero: I Used to Think / Now I Think

A routine for reflecting on how and why our thinking has changed. Think about what you have learned about the topic we have been exploring and complete the following sentence stems:

I used to think...

Now I think...

How to run it:

Using scrap paper or the *I Used to Think / Now I Think* template, students write: 'I used to think that differences between people... Now I think...' Give 2 minutes. Look for shifts from surface understanding to genuine insight. Select students who recorded insightful responses to share back with the class.

3. Synthesise today's key learning into one takeaway message and record it on the *Team True North anchor chart*. For example: Our different experiences, strengths and backgrounds help make our class a stronger community.

Taking it further: Before the next session, think of one thing you learned about a classmate today that you would not have known before. Be ready to share it.

Who am I?

★ Instructions

Fill in each circle with a fact about yourself.
Then find others in the room that match your facts!

AGE

BIRTH MONTH

NUMBER OF
SIBLINGS

SOCK COLOUR

SOMETHING I'M
GOOD AT

A LANGUAGE
I SPEAK

FAVOURITE
CELEBRATION

COUNTRY I WAS
BORN IN

FAVOURITE FOOD



The Kids' Draft

★ Luke Davies-Uniacke



MIDFIELDER

DOB: 08/06/1999 Height: 188 cm

The explosive midfielder who can kick the footy the furthest but gets tired after running all day.

★ Alice O'Loughlin



MEDIUM FORWARD

DOB: 08/07/2002 Height: 170 cm

The small forward who is short but has the best aim in the league.

★ Tristan Xerri



RUCK

DOB: 15/03/1999 Height: 202 cm

The tall ruck who moves slowly but can jump high in the ruck.

★ Cooper Trembath



KEY FORWARD

DOB: 17/10/2005 Height: 193 cm

The young draftee with a lot of passion but little experience.



The Kids' Draft

★ Luke Parker



MEDIUM DEFENDER

DOB: 25/10/1992 Height: 183 cm

The all-rounder who doesn't always get the spotlight, but plays his role for the team.

★ Ash Riddell



MIDFIELDER

DOB: 07/03/1996 Height: 158 cm

The pocket rocket who never stops running but can't see over the pack at a stoppage.

★ Emma King



RUCK

DOB: 28/06/1994 Height: 184 cm

The reliable ruck who will win the ball every time but burns through energy fast.

★ Tessa Boyd



MEDIUM DEFENDER

DOB: 03/10/1997 Height: 173 cm

The tough defender who doesn't touch the ball much but lays tackles to stop the other team.



Then and Now

I used to think...	Now I think...



Team True North

Similarities and Differences

Emotions

Conflict

Collaboration



LESSON 2: EMOTIONS

Team True North | Level 3-4

Time	50 to 60 minutes
Resources	• Speaker and playlist for Musical Statues • <i><u>Emotions Face Cards</u></i> (one set) • <i><u>Emotions Scenario Cards</u></i> (one set) • <i><u>Emotions Scenario Sentence Starters</u></i> (as required) • <i><u>Team True North anchor chart</u></i> • Lesson slides
Learning Intention and Success Criteria	To explore how social situations affect our emotions and how we can respond. I can: • Recognise how social situations might make someone feel • Explain how feelings might affect what someone does • Suggest ways for characters in scenarios to respond that would help themselves and others
Curriculum Links	• the influence social situations have on emotional responses and behaviour <u>VC2CP4S01</u> • strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them; strategies for communicating emotions and expressing empathy for feelings and needs communicated by others <u>VC2CP4S02</u> • explain how and why emotional responses can vary and practise strategies to manage their emotions <u>VC2HP4P06</u>

Method

Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can *phone a friend* and ask a partner for help, or you can pre-warn them, for example: *Phone a friend*, and I'll come back to you after two more people, so get your thinking ready.

1. Open by reviewing the previous lesson. Ask a student to read the previous lesson's takeaway from the *Team True North anchor chart* aloud. Ask: Did anyone notice a similarity or difference between themselves and someone else this week?
2. **Activate prior knowledge:** What do you know about how social situations can affect our emotions?
3. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
4. Run **Musical Statues**. Play music and encourage students to dance. When the music pauses, call out a situation and students must freeze as if they are in it.

Situations:

- You're on a rollercoaster.
- A lion has escaped from the zoo.
- It's your first day at a new school.
- Your teacher has smelly socks on.
- You just scored the winning goal.
- You broke your mum's favourite vase.
- You forgot your homework.
- You won a million dollars.

Check for understanding: Cold call: If you scored the winning goal, what's one emotion you might feel?

5. Run **Draw My Emotions**. Distribute one *Emotions Face Card* to each student. Clarify the meaning of any feel words that are unfamiliar. Ask students to draw what that emotion might look like on the blank face, thinking about eyes, mouth and eyebrows.
6. Turn-and-talk. Ask students to discuss:
 - What is the emotion on your card?
 - What situation might cause it?
 - How might a person act when they feel it?

Check for understanding: Cold call: Can you tell me one clue that might show someone is feeling nervous?

Assessment	Students	Observe
Diagnostic	Pairs brainstorm situations and behaviours connected to their assigned <i>Emotions Face Card</i> .	Note the breadth and precision of vocabulary. Students who can connect an emotion to a specific situation and a behavioural response are ready for complex scenario analysis.

7. AFL players deal with big feelings on and off the field too. **Play the player video on slide 6.** The player talks through a tricky situation and discusses four questions: How might this person be feeling? Why do you think the situation made them feel that way? How might those feelings affect what they do? What are some ways they could respond that would help themselves and others?



Display **slide 8**: Read *Emotion Scenario 3: Aisha* aloud. Display the four questions on **slide 9**:

1. How might this person be feeling?
2. Why do you think the situation made them feel that way?
3. How might those feelings affect what they do?
4. What are some ways they could respond that would help themselves and others?

Work through question one, thinking aloud as you go. Record your thinking on **slide 9** in the table or on the *Emotions Scenario Card* handout.



Ask students to discuss the remaining questions with a partner before sharing back. Record the class's agreed responses for the remaining questions.



Divide students into groups of three or four and give each group a different *Emotions Scenario Card*. Keep **slide 9** visible as a reference. Ask groups to discuss the four questions and record their responses on the card. Once groups have finished, invite one group for each scenario to share their thinking.

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>Groups discuss the four questions and record responses directly on the <i>Emotions Scenario Card</i>.</td><td>Look for specific emotion names beyond sad or upset and explanations that connect the emotion to the specific situation. Look for suggestions that name a specific action and explain why it would help.</td></tr></table> Enable Provide the <i>Emotion Scenario Sentence Starters</i> for support. Extend Groups who finish early choose another <i>Emotions Scenario Card</i> and write a short follow-up: What happens next? Write three to four sentences describing what the person does and whether it helps.	Assessment	Students	Observe	Formative	Groups discuss the four questions and record responses directly on the <i>Emotions Scenario Card</i> .	Look for specific emotion names beyond sad or upset and explanations that connect the emotion to the specific situation. Look for suggestions that name a specific action and explain why it would help.
Assessment	Students	Observe					
Formative	Groups discuss the four questions and record responses directly on the <i>Emotions Scenario Card</i> .	Look for specific emotion names beyond sad or upset and explanations that connect the emotion to the specific situation. Look for suggestions that name a specific action and explain why it would help.					
Review	1. Return to the learning intention and success criteria. Ask: In your own words, how can a social situation affect how someone feels? Why does it matter that we understand this? 2. Synthesise today’s key learning into one takeaway message and record it on the <i>Team True North anchor chart</i>. For example: How someone feels is connected to what is happening around them. Understanding our emotions and using strategies to self-regulate can help us and others when we face tricky situations.						

Taking it further: This week, when you notice a classmate looking upset or left out, try to think through the four questions. You do not have to do anything; just notice what might be happening for that person.

Worried



Amazed



Hopeful



Nervous



Confident



Guilty



Jealous



Frustrated



Disappointed



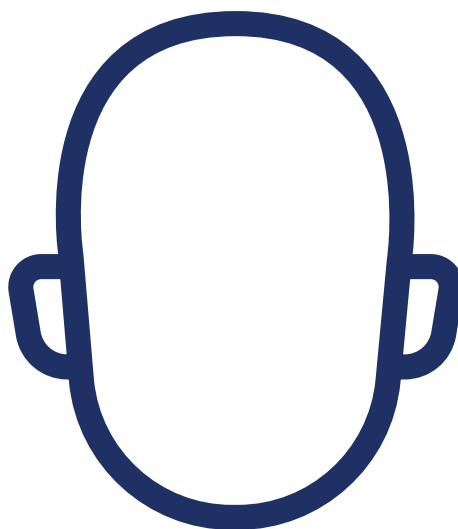
Grateful



Cheeky



Confused



Embarrassed



Proud



Tired



Enthusiastic



Scenario 1: Harry

It is team selection day, and the coaches are announcing who will be playing this weekend. Harry has been training really hard and feels like he has a strong chance of being named in the squad. But as the list is read out... his name is not called.

★ Q1

How might Harry be feeling?

★ Q2

Why do you think the situation makes him feel that way?

★ Q3

How might those feelings affect what he does?

★ Q4

How could he respond in a way that helps himself and others?



Scenario 2: Jayden

The class is playing a spelling game. Jayden gets the word *delightfully* wrong in the last round. His team loses by one point.



Q1

How might Jayden be feeling?



Q2

Why do you think the situation makes him feel that way?



Q3

How might those feelings affect what he does?



Q4

How could he respond in a way that helps himself and others?



Scenario 3: Aisha

During a group project, Aisha shares an idea she is excited about. The group ignores it and moves on with someone else's idea.

★ Q1

How might Aisha be feeling?

★ Q2

Why do you think the situation makes her feel that way?

★ Q3

How might those feelings affect what she does?

★ Q4

How could she respond in a way that helps herself and others?



Scenario 4: Riley

Riley has been practising a presentation at home and feels prepared. When it is their turn to present in class, they suddenly forget what they were going to say. As they pause, a few students start whispering to each other and sniggering.

★ Q1 How might Riley be feeling?

★ Q2 Why do you think the situation makes them feel that way?

★ Q3 How might those feelings affect what they do?

★ Q4 How could they respond in a way that helps themselves and others?





Scenario 5: Omar

During art class, Omar shows his painting to the class. Some students whisper and giggle about it.

★ Q1

How might Omar be feeling?

★ Q2

Why do you think the situation makes him feel that way?

★ Q3

How might those feelings affect what he does?

★ Q4

How could he respond in a way that helps himself and others?





Scenario 6: Ash

Ash is working hard during soccer training and finally improves their skills. Later, a teammate jokes, 'About time you got it right', and a few others laugh.

★ Q1

How might Ash be feeling?

★ Q2

Why do you think the situation makes them feel that way?

★ Q3

How might those feelings affect what they do?

★ Q4

How could they respond in a way that helps themselves and others?





Scenario 7: Emma

During a group activity, Emma shares an idea, but a classmate whispers, 'That's a silly idea. Nobody cares.'

★ Q1

How might Emma be feeling?

★ Q2

Why do you think the situation makes her feel that way?

★ Q3

How might those feelings affect what she does?

★ Q4

How could she respond in a way that helps herself and others?





Scenario 8: Mia

During lunch, Mia leaves her hat on a bench. A group of students hides it and laughs when she looks for it.

★ Q1

How might Mia be feeling?

★ Q2

Why do you think the situation makes her feel that way?

★ Q3

How might those feelings affect what she does?

★ Q4

How could she respond in a way that helps herself and others?





Scenario 9: Jack

In the playground, a couple of students start saying that Jack cheated in a game, even though he didn't.

★ Q1

How might Jack be feeling?

★ Q2

Why do you think the situation makes him feel that way?

★ Q3

How might those feelings affect what he does?

★ Q4

How could he respond in a way that helps himself and others?





Scenario 10: Mohamed

In the playground, a group is playing basketball. Mohamed asks to join, but one of the players says, 'No, we don't want you', and moves to block him from joining the game.

★ Q1

How might Mohamed be feeling?

★ Q2

Why do you think the situation makes him feel that way?

★ Q3

How might those feelings affect what he does?

★ Q4

How could he respond in a way that helps himself and others?



Emotions Scenarios Sentence Starters

Use these sentence starters to answer each question about your scenario. Choose the pronouns that fit (she/he/they, her/him/them).

1. How might this person be feeling?

- This person might feel... because...
- Another emotion she/he/they could feel is... because...

2. Why do you think the situation makes this person feel that way?

- The situation makes her/him/them feel this way because...
- It would be hard for anyone because...

3. How might these feelings affect what this person does?

- These feelings might cause her/him/them to...
- When someone feels this way, she/he/they often...

4. How could this person respond in a way that helps themselves and others?

- One way this person could help themselves is...
- Something she/he/they could say to others is... This would help because...



Emotions Scenarios Sentence Starters

Use these sentence starters to answer each question about your scenario. Choose the pronouns that fit (she/he/they, her/him/them).

1. How might this person be feeling?

- This person might feel... because...
- Another emotion she/he/they could feel is... because...

2. Why do you think the situation makes this person feel that way?

- The situation makes her/him/them feel this way because...
- It would be hard for anyone because...

3. How might these feelings affect what this person does?

- These feelings might cause her/him/them to...
- When someone feels this way, she/he/they often...

4. How could this person respond in a way that helps themselves and others?

- One way this person could help themselves is...
- Something she/he/they could say to others is... This would help because...



LESSON 3: CONFLICT

Team True North | Level 3-4

Time	50 to 60 minutes
Resources	• <u><i>Conflict Resolution Toolbox worksheet</i></u> (one for the class) • <u><i>Conflict Scenario Cards</i></u> (one set) • <u><i>Conflict Scenario Help Card</i></u> (as needed) • <u><i>Team True North anchor chart</i></u> • Lesson slides
Learning Intention and Success Criteria	To explore and practise conflict resolution techniques. I can: • Identify a range of positive strategies to resolve different types of conflict • Demonstrate appropriate conflict resolution techniques for different scenarios
Curriculum Links	• conflicts experienced in peer groups; the influence of different behaviours and attitudes on outcomes <u>VC2CP4O05</u> • strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them; strategies for communicating emotions and expressing empathy for feelings and needs communicated by others <u>VC2CP4S02</u> • select, use and refine personal and social skills to establish, manage and strengthen relationships <u>VC2HP4P04</u>

Method

Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can *phone a friend* and ask a partner for help, or you can pre-warn them, for example: *Phone a friend*, and I'll come back to you after two more people, so get your thinking ready.

1. Open by reviewing the previous lesson. Ask a student to read the previous lesson's takeaway from the *Team True North anchor chart* aloud. Ask: Did anyone notice themselves recognising an emotion in someone else this week?
2. **Activate prior knowledge:** When we have a disagreement with a friend, what strategies can we use to try to solve it before going to a teacher?
3. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
4. Run **Agree or Disagree**. Explain: In this game, I will read a statement. If you agree, put your hands on your head. If you disagree, put your hands on your hips. Ask: Does anyone have family or friends who support a different AFL team? Note that AFL is a great example of healthy conflict: People passionately support their team but come together for love of the game. Ask students to stand.

Topics:

- Cats are better than dogs
- Teachers should also wear school uniforms
- Kids should have homework
- Maths is more important than English
- Summer is more fun than winter
- North Melbourne is the best AFL team of all time

After each statement, invite one agreeing student and one disagreeing student to explain their reasoning. Summarise: We can have different preferences and opinions without either person being wrong. Disagreements can lead to conflict. Resolving conflict helps us work through our differences respectfully.

Check for understanding: Thumbs up for true, thumbs down for false: It's okay for two people to disagree and both still be reasonable.

5. Class discussion. Ask: What do we mean when we say conflict? What kinds of conflicts can people have? Have you ever seen a conflict start small and get big?
6. Explain: Today we will develop different ways to resolve conflict, because different situations need different strategies.
7. Run the **Conflict Resolution Toolbox**.



Even the best teams run into conflict sometimes. **Play the player video on slide 5.** The players explain three categories of conflict resolution strategies: Cool down (self-regulation), Speak up (expressing feelings and needs) and Bring in (peer and adult support).



Display **slide 6:** Build the strategy list together. What strategies did you hear? Record on the *Conflict Resolution Toolbox* worksheet or type directly into **slide 6.** What other strategies do you use? Sort all strategies into the three categories as a class. Leave the strategies visible for the next part of the lesson for students to access.

Examples include:

- Cool down: Taking ten slow breaths, counting backwards, going for a short walk, getting a drink of water
- Speak up: Using an I statement, asking a question to check what the other person meant, saying what you need
- Bring in: Asking a trusted friend to help, asking a teacher or adult you feel safe with, writing down what happened and showing someone

Check for understanding: Cold call: Can you name one strategy from Cool down, Speak up or Bring in?

Assessment	Students	Observe
Formative	Students contribute strategies to each category of the class <i>Conflict Resolution Toolbox</i> . The teacher records their contributions and leaves the completed toolbox visible on the board/slide.	Look for students who suggest practical conflict resolution strategies, place them in the appropriate category and explain how they could help resolve a disagreement respectfully.

8. Run **Act It Out**. Divide students into small groups and give each group a *Conflict Scenario Card*. Ask groups to choose the most appropriate toolbox strategy, then rehearse and perform their scenario for the class, showing the conflict, how they use the strategy and how it helps resolve the conflict. Students who prefer not to perform can take the role of director.

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>Groups perform their scenario, from their <i>Conflict Scenario Card</i>. demonstrating the conflict, their chosen strategy and a resolution, naming the strategy and its category.</td><td>Strong response: The group chooses a strategy appropriate to the specific type of conflict and can name the category. Groups who discuss why a particular strategy suits their scenario are demonstrating the highest level of analytical thinking.</td></tr></table> Enable Provide the <i>Conflict Scenario Help Card</i> to groups who need it. The card walks groups through three steps: read the scenario and agree on what the conflict is; look at the toolbox and choose one strategy; practise what each person will say and do. Extend Groups who finish early rehearse an alternative solution then explain which was more effective and why.	Assessment	Students	Observe	Formative	Groups perform their scenario, from their <i>Conflict Scenario Card</i> . demonstrating the conflict, their chosen strategy and a resolution, naming the strategy and its category.	Strong response: The group chooses a strategy appropriate to the specific type of conflict and can name the category. Groups who discuss why a particular strategy suits their scenario are demonstrating the highest level of analytical thinking.
Assessment	Students	Observe					
Formative	Groups perform their scenario, from their <i>Conflict Scenario Card</i> . demonstrating the conflict, their chosen strategy and a resolution, naming the strategy and its category.	Strong response: The group chooses a strategy appropriate to the specific type of conflict and can name the category. Groups who discuss why a particular strategy suits their scenario are demonstrating the highest level of analytical thinking.					
Review	1. Return to the learning intention and success criteria. Ask: Why do different conflict situations require different strategies? Are there any strategies you already use and find useful? 2. Display slide 10. Run the following thinking routine, Headlines.						

Project Zero: Headlines

A routine for capturing essence. Write a headline that captures the most important aspect of this topic/issue.

How to run it:

Ask: If today's lesson were a newspaper story, what would the headline be? Give 1 minute to write or think independently. Listen for headlines that name a specific insight.

3. Synthesise today's key learning into one takeaway message and record it on the *Team True North anchor chart*. For example: Conflicts happen but having different strategies that you can use helps you solve different problems.

Taking it further: Keep the class *Conflict Resolution Toolbox* somewhere you can see it. If you notice a conflict this week, try to identify which category of strategy would help most.

The Conflict Resolution Toolbox

Cool down Self-regulation	Speak up Expressing feelings and needs	Bring in Peer and adult support

Conflict Scenario 1

Your teacher has asked you to get into a group of four for a project. There are six people in your friendship group.



Conflict Scenario 2

You are working on a maths project with a partner. You notice that they are doing the problems wrong. When you try to tell them, they ignore you.



Conflict Scenario 3

You are playing a game of AFL. One student is being silly and throwing the ball as a joke. Other students are laughing, but you want to play the game properly.



Conflict Scenario 4

A friend has copied your answers on a test without you knowing. The teacher has asked to speak with you both because most of your answers are the same.



Conflict Scenario 5

One of your friends has started hanging out with a different group at lunchtime. They haven't told you why.



Conflict Scenario 6

You are working on a cooking project in STEM. You want to make burritos, but someone else in your group wants to make pizza.



Conflict Scenario Help Card

Use these three steps to prepare your performance.

Step 1: Understand the conflict

- Read the scenario aloud as a group.
- Agree on three things: what the conflict is, who is involved and what has gone wrong.

Step 2: Choose your strategy

- Look at The Conflict Resolution Toolbox.
- Choose one specific strategy to resolve the conflict.

Step 3: Rehearse

- Decide who plays which role.
- Practise what each person will say and do.
- Make sure someone can name your strategy and its toolbox column when you perform.



Conflict Scenario Help Card

Use these three steps to prepare your performance.

Step 1: Understand the conflict

- Read the scenario aloud as a group.
- Agree on three things: what the conflict is, who is involved and what has gone wrong.

Step 2: Choose your strategy

- Look at The Conflict Resolution Toolbox.
- Choose one specific strategy to resolve the conflict.

Step 3: Rehearse

- Decide who plays which role.
- Practise what each person will say and do.
- Make sure someone can name your strategy and its toolbox column when you perform.



LESSON 4: COLLABORATION

Team True North | Level 3-4

Time	50 to 60 minutes
Resources	• Colouring pencils and markers • Sticky notes for exit ticket • <i><u>Mascot Challenge Planner</u></i> (one per group) • <i><u>Mascot Challenge Design Template</u></i> (one per group) • <i><u>Mascot Help Card</u></i> (as needed) • <i><u>Team True North anchor chart</u></i> • Lesson slides
Learning Intention and Success Criteria	To practise collaborating in challenging situations. I can: • Explain why collaboration is an important skill for school and life • List cooperative skills required for effective collaboration • Use our Class Criteria and explain one choice that helped the group • Evaluate collaboration using the class-generated criteria
Curriculum Links	• the importance of including others in activities, groups and games, and how this can be enabled <u>VC2CP4O03</u> • the benefits of collaboration, and criteria that can be used to evaluate collaboration skills <u>VC2CP4O04</u> • select, use and refine personal and social skills to establish, manage and strengthen relationships <u>VC2HP4P04</u>

Method

Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can *phone a friend* and ask a partner for help, or you can pre-warn them, for example: *Phone a friend*, and I'll come back to you after two more people, so get your thinking ready.

1. Open by reviewing the previous lesson. Ask a student to read the previous lesson's takeaway from the *Team True North anchor chart* aloud. Ask: Did anyone use a strategy from the Conflict Resolution Toolbox this week?
2. **Activate prior knowledge:** When might people need to work together?
3. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
4. Run **Hot and Cold**. Select one student to wait outside. Choose an object in the room. When the student re-enters, the class directs them to the object using sound only: click for cold, clap for hot. After one or two rounds, ask: What made this hard? What would have made it easier?
5. Run **Human Knot**: first attempt. Groups of about ten stand in a circle, close their eyes and reach out to hold two different hands (not those of the people directly next to them). Give the group 1 minute to untangle without letting go. Most groups will not succeed.

Teacher note: The first **Human Knot** attempt is designed to fail: resist the urge to intervene. Some students may find public failure, physical closeness or the feeling of being stuck distressing. Consider whether any students have anxiety or sensory sensitivities that might make this feel unsafe. It is fine to quietly offer an alternative role (timekeeper, observer or debrief recorder) without drawing attention to the student. The goal is for every student to experience the lesson's core insight about collaboration; the **Human Knot** is the vehicle, not the destination. If a student becomes visibly distressed, pause the activity briefly, normalise the difficulty and redirect the group's energy before continuing.

6. Ask: What made the first attempt difficult? What helped or hindered your group? Write responses on the board. Explain: What we need is collaboration, and today the class will define what that means for us.
7. Display **slide 6**. Define collaboration as a set of skills and strengths that help us work together to achieve a shared goal. Pairs discuss: Why is it important to collaborate at school?

Check for understanding: Choral response: What do we call the set of skills that help us work together? Collaboration.

8. Display **slide 7**. Build the **Class Criteria**.



Suggest one criterion to start. For example: Everyone gets a chance to share an idea. Record the criteria on **slide 7**, the board or butcher's paper.



As a class, brainstorm the ***Class Criteria***. Record each criterion and keep the list visible for the rest of the lesson.

9. Run **Human Knot**: second attempt. Attempt the challenge again using the **Class Criteria**. Praise students who are visibly using the criteria. After the challenge, discuss: What changed in the second attempt? Which Class Criteria helped, and how?

Check for understanding: Cold call: Can you name one of our Class Criteria?

Assessment	Students	Observe
Formative	Class generates the Class Criteria .	Look for guidelines that are specific and behavioural rather than vague or broad.

10. Run **Secret Leader**. Ask the class to sit or stand in a circle. Choose one student to be the detective and ask them to wait outside or turn away. Choose a leader from the remaining students without making it obvious. The leader begins a repeated action such as clapping, patting their knees or clicking, and the rest of the circle follows. The detective re-enters and stands in the centre of the circle. The leader slowly changes the action and the circle follows, while the detective tries to work out who is leading the changes. The detective has three guesses.

Teacher note: Secret Leader creates a concrete reference point for the collaboration focus of this lesson. The circle only functions when every student is paying attention and adjusting to one another without being directed to do so. When collaboration comes up later in the lesson, draw students back to this experience as an example of what it looks and feels like in practice.

11. Run the **Mascot Challenge**.



Explain: Imagine that their school has a team entering the AFL and that students have the job of designing its mascot. AFL is a team sport, so collaboration is everything. **Play the player video** on **slide 10**. The players model how to approach a collaborative challenge, completing the thinking about their mascot together. Ask: Which guidelines from our list did they use?



Display **slide 12**. Choose one question from the *Mascot Challenge Planner* and work through it together as a class. Take two or three responses and agree on an answer together and type it into the box on **slide 12**, modelling how the group should discuss and decide before moving on.



Divide students into groups and leave the **Class Criteria** visible. Distribute both the *Mascot Challenge Planner* and *Mascot Challenge Design Template*. Students complete the planner questions first, then design and draw their mascot.

12. Come back together as a class. Each group shares their mascot and answers: Which **Class Criteria** helped your group the most?

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>Groups complete the <i>Mascot Challenge Planner</i> and <i>Mascot Challenge Design Template</i> collaboratively and share their mascot.</td><td>Look for teams referring to and applying the Class Criteria.</td></tr></table> Enable Provide the <i>Mascot Help Card</i> to groups who are struggling. The <i>Mascot Challenge Planner</i> can be worked through one question at a time. Because the criteria are student-generated, refer students back to the Class Criteria on the board. Extend Groups who finish early write a reflection: Which Class Criteria were hardest to follow, and why? What would you tell a younger student about working well in a group?	Assessment	Students	Observe	Formative	Groups complete the <i>Mascot Challenge Planner</i> and <i>Mascot Challenge Design Template</i> collaboratively and share their mascot.	Look for teams referring to and applying the Class Criteria.
Assessment	Students	Observe					
Formative	Groups complete the <i>Mascot Challenge Planner</i> and <i>Mascot Challenge Design Template</i> collaboratively and share their mascot.	Look for teams referring to and applying the Class Criteria.					
Review	1. Return to the learning intention and success criteria. Ask: How did having the Class Criteria help your group to stay on track and collaborate? 2. Exit ticket: Before leaving, each student responds on a sticky note: How well did your group use the Class Criteria during the Mascot Challenge? Give one example and one improvement.						

3. Synthesise today's key learning into one takeaway message and record it on the *Team True North anchor chart*. For example: Collaboration helps us to solve problems faster and better as a team. Having guidelines can support us to be successful.

Taking it further: Keep the Class Criteria visible in the room. Use them as a reference the next time you set up group work in any subject.

Mascot Challenge Planner

Who is the mascot?	What does it look like?	What makes it a good mascot?
Is it an animal, a person, a creature or something else entirely? Does it have a name? Where does it live or come from?	What colours does it wear or come in? Does it have any special features, such as wings, patterns, a tail or unusual eyes? Does it have a special object it holds or carries?	What is its biggest strength? Describe its personality in three words. How does it celebrate?

Mascot Design Template

Mascot name:

A large, empty rectangular box with a thin blue border, intended for the mascot design.

Mascot Challenge Help Card

Use this card if your group is not sure how to get started. Work through one question at a time.

For each question:

- One person reads the question aloud.
- Everyone thinks silently for 30 seconds.
- Share ideas one at a time, with no interrupting.
- Choose together; you can vote if you need to.
- Write the answer before moving to the next question.

If you disagree:

- Go back to the Collaboration Criteria on the board.
- Try: I hear your idea. Can I share mine too?
- If you are stuck, take a vote and move on.

For the design:

- Each person suggests one thing to include.
- One person draws while others describe what they want to see.
- Check with each other: Does this show what we decided?



Mascot Challenge Help Card

Use this card if your group is not sure how to get started. Work through one question at a time.

For each question:

- One person reads the question aloud.
- Everyone thinks silently for 30 seconds.
- Share ideas one at a time, with no interrupting.
- Choose together; you can vote if you need to.
- Write the answer before moving to the next question.

If you disagree:

- Go back to the Collaboration Criteria on the board.
- Try: I hear your idea. Can I share mine too?
- If you are stuck, take a vote and move on.

For the design:

- Each person suggests one thing to include.
- One person draws while others describe what they want to see.
- Check with each other: Does this show what we decided?

