

LIFECHANGER

# NATIONAL CURRICULUM GUIDE

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## About LifeChanger

**LifeChanger is a preventative mental health and wellbeing non-profit that empowers young people to live thriving, resilient lives.**

LifeChanger aligns with the Personal, Social and Community Health strand of the National Health and Physical Education (HPE) curriculum for students. The program is designed and developed around the Five Pillars of Health, Skills, Self, Purpose and Tribe.

LifeChanger's aim is to empower teenagers through self esteem, self awareness, positive self identity and resilience with opportunities for senior students, teachers, parents and local community members to be involved through our Mentor Development Program. The foundation is grounded in positive psychology and strength-based theories.

LifeChanger classroom activities are delivered by their specifically trained facilitators using a pre-emptive and holistic approach to support sustainable growth in schools and communities.

The relevant Australian Curriculum 'Health and Physical Education' band content descriptions are outlined below, alongside the aligned components of the LifeChanger Youth Program. The Year 7 - 8 band content descriptions have been used as a reference.

Curriculum Description	Specific Key Areas	LifeChanger workshop relevance
<p>» INVESTIGATE THE IMPACT OF TRANSITION AND CHANGE ON IDENTITIES (ACPPS070)</p>	<ul style="list-style-type: none"> <li>Identifying feelings and emotions associated with transitions, and practising self-talk and help-seeking strategies to manage these transitions and associated responsibilities</li> </ul>	<p>Students develop self-awareness around their thoughts, feelings and emotions and how these affect themselves and the people around them. Students develop an understanding of their identity and emotional needs through the following activities:</p> <ul style="list-style-type: none"> <li>Identifying Hero Type (Activation)</li> <li>Hero Talk (Self)</li> <li>Strategies Just for Me (Self)</li> </ul>
<p>» EVALUATE STRATEGIES TO MANAGE PERSONAL, PHYSICAL AND SOCIAL CHANGES THAT OCCUR AS THEY GROW OLDER (ACPPS071)</p>	<ul style="list-style-type: none"> <li>Investigating the changing nature of peer and family relationships and proposing strategies to manage these changes</li> <li>Evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older</li> </ul>	<p>Students explore their emotions and begin to form an understanding around how they feel in times of happiness and sadness. Participants engage in activities that highlight self awareness and resilience strategies to help support them in reducing anger and anxiety. Activities include:</p> <ul style="list-style-type: none"> <li>Problem Solving (Skills Activities)</li> <li>Non Verbal Communication - (Skills)</li> <li>Coping Skills / Strategies Just for Me (Self)</li> <li>Communication - Gratitude Letter (Tribe)</li> </ul>
<p>» PRACTISE AND APPLY STRATEGIES TO SEEK HELP FOR THEMSELVES OR OTHERS (ACPPS072)</p>	<ul style="list-style-type: none"> <li>Examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes</li> <li>Discussing emotional responses to interactions within relationships, and proposing strategies to seek help</li> <li>Exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation</li> </ul>	<p>Students develop a deeper understanding of their thoughts, feelings and emotions and how to effectively use strategies to deal with them. Activities include:</p> <ul style="list-style-type: none"> <li>STEP (Skills)</li> <li>Problem Solving (Skills)</li> <li>Vanquishing the Villain (Self)</li> <li>Hero Talk (Self)</li> <li>Strategies Just for Me (Self)</li> <li>Choose Your Own Adventure (Purpose)</li> <li>Crucible Island (Purpose)</li> </ul>

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<p>» INVESTIGATE THE BENEFITS OF RELATIONSHIPS AND EXAMINE THEIR IMPACT ON THEIR OWN AND OTHERS' HEALTH AND WELLBEING (ACPPS074)</p>	<ul style="list-style-type: none"> <li>Examining how individuals, family and peer groups influence people's behaviours, decisions and actions</li> <li>Analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family</li> <li>Exploring skills and strategies needed to communicate and engage in relationships in respectful way</li> <li>Analysing how their relationships influence behaviours and actions</li> </ul>	<p>Students engage with peers and develop an understanding of how their behaviours and actions affect those around them. Activities include:</p> <ul style="list-style-type: none"> <li>How family influences nutrition decisions - which then influences mind (Health)</li> <li>STEP (Skills)</li> <li>Pals Check In (Tribe)</li> <li>Openhearted Message (Tribe)</li> <li>Tribe Circle (Tribe)</li> <li>Circle of Truth (Tribe)</li> </ul>
<p>» ANALYSE FACTORS THAT INFLUENCE EMOTIONS, AND DEVELOP STRATEGIES TO DEMONSTRATE EMPATHY AND SENSITIVITY (ACPPS075)</p>	<ul style="list-style-type: none"> <li>Exploring different viewpoints, practising being empathetic and considering alternative ways to respond</li> <li>Recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses</li> <li>Exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others</li> </ul>	<p>Students explore different ways of communicating - both verbal and non verbal - and recognise the impact this can have on themselves and those around them. Activities include:</p> <ul style="list-style-type: none"> <li>Problem Solving Activities (Skills)</li> <li>STEP Process (Skills)</li> <li>Strategies Just For Me (Self)</li> <li>Hero Talk (Self)</li> <li>Name it to Tame it (Self)</li> <li>Open Hearted Message (Tribe)</li> </ul>
<p>» EVALUATE HEALTH INFORMATION AND COMMUNICATE THEIR OWN AND OTHERS' HEALTH CONCERNS (ACPPS076)</p>	<ul style="list-style-type: none"> <li>Students practice ways to communicate concerns about their mental health, or that of their friends/peers to a variety of support people</li> <li>Students explore ways to support others who are going through a challenging time</li> <li>Students develop mental health literacy skills and are provided with a range of online mental health information aimed at assisting young people to address mental health issues.</li> </ul>	<p>Students are introduced to strategies to assist them with recognising mental health concerns and being able to check in with and support/encourage their friends/peers when needed. Activities include:</p> <ul style="list-style-type: none"> <li>Self/Peer Acceptance (Self)</li> <li>Pals Check In (Tribe)</li> <li>Mental health partners and referrals (with contact information) at the end of each workshop</li> </ul>

Curriculum Description	Specific Key Areas	LifeChanger workshop relevance
<p>» <b>PLAN AND USE HEALTH PRACTICES, BEHAVIOURS AND RESOURCES TO ENHANCE HEALTH, SAFETY AND WELLBEING OF THEIR COMMUNITIES (ACPPS077)</b></p>	<ul style="list-style-type: none"> <li>Investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices</li> </ul>	<p>Students are introduced to a number of tools and strategies to allow them to lead enriching, thriving, and healthy lives. Activities include:</p> <ul style="list-style-type: none"> <li>Hero Tracker (Activation)</li> <li>Health Habits (Health)</li> <li>Hero and Villain (Health / Self)</li> <li>Strategies Just For Me (Self)</li> </ul>