

# Learner Workbook

Unit 2 – Developing Our Children  
and Young People



RSAS Training Strategy Project 2018



## Activity 1: The Road to School

Why do you think some kids in your community are unwilling to go to school?

### Instructions

Draw a picture of the Road to School, with all the unmet needs you can see among your kids. Write a solution beside each one. For example you might have a breakfast program at your school. This can help kids who go to school but can't concentrate because they have not had breakfast. This would be the first problem and solution.

**NEED:**

**SOLUTION:**

**SCHOOL**

**NEED:**

**SOLUTION:**

**NEED:**

**SOLUTION:**

**NEED:**

**SOLUTION:**

**NEED:**

**SOLUTION:**



## Activity 2: Catch them doing something good

“Catch them doing something good” is about concentrating on the good things kids do rather than always concentrating on the bad things.

For example when a kid is on time for school, praise them. But if they are late, ignore them and let them see you praising other kids for being on time.

### Instructions

Share stories of when you have used “catch them doing something good” and how it worked.



## Activity 3: Forum theatre

Forum theatre is a way of “getting inside the mind” of kids and what it means to be an SAO by role playing. However unlike role playing, everybody in the group gets involved. That means we all have a better idea of what could work with managing difficult behaviours.

The three sorts of difficult behaviours identified in this activity are “fight”, “flight” and “spite”.

In this play we will use the concept of a SAFE conversation. You will find SAFE conversations described in the Learner Guide.

### Instructions

- Read the stories below.
- Imagine you are having a SAFE conversation with each kid.
- Two participants will be actors and act the parts: One for the SAO and one who will play the part of the kid in the SAFE conversation.
- The actors will role play the SAFE conversation while the other participants watch as the audience.
- The audience can interrupt the role play at any time by suggesting changes. The actors will then adjust what they are saying.

### a) Josh’s FIGHT story



People who need help sometimes look a lot like people who don’t need help.

Josh is aggressive and argumentative and seems in charge of himself. He can stand up for himself in all circumstances but it means that his teacher is unwilling to correct him because he argues with her. She knows he could do a lot better at his school work but he takes a lot of time off for family business and he won’t discuss this with her.

### b) Rose-ali's "FLIGHT" Story

Rose-ali is the opposite of Josh. She is very timid and shy. She rarely speaks up in class and sometimes runs away from school during recess and goes home.



### c) Ethan's "SPITE" Story

Ethan loves to play the clown in class. He often walks in late just as the teacher is explaining something and makes faces behind his back so all the other kids laugh. He nearly always forgets his books and pens and often steals other kids' pens.

For this reason he spends more time outside the principal's office than he does in class. He isn't learning much and he tells everyone that he won't be coming back to school after the holidays even though he is only 14. He calls the kids in the class "losers" and spends a lot of time with older kids who have already left school.



## Activity 4: Dealing with a mob of kids

Do you have a mob of kids in your community that are often in trouble at school or cause trouble?

### Instructions

Describe the situation.

As a group decide:

- What you can do to help?
- Who else in the community can help?
- Draw up a plan or strategy to tackle the problem.



## Activity 5: Extra activities to help your day

It is important to build the connection and working relationship with kids, carers and the community. The following are a range of different activities to help you with building these relationships.

### Instructions:

Next to each activity, write down what you think each means, and how it can help you to be a great SAO.

#### BE CONSISTENT



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#### BE RELIABLE



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#### HAVE BOUNDARIES



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#### HAVE STRUCTURE AND ROUTINES



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**GIVE AND TAKE**



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**LISTEN**



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**JOKE WITH THE KIDS**



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**TREAT KIDS AT THE AGE THEY ARE**



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## Note Page:



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