

**AARMA**Me



## MEET AARMA

Your human shield for  
success!



Teacher Guide - Module One

SAMPLE

THE **BetterMe**  
PROJECT

SAMPLE

The BETTER ME Project licence is a school-based licence. The teaching and or facilitation of our product at a non-accredited school, and/or the replication of BETTER ME Project materials to use at other schools without prior written permission is not permitted.

Please do not hesitate to contact us at [info@better-me-project.com](mailto:info@better-me-project.com) if you have any questions or require clarification around our Intellectual property and the way in which you are permitted to use it.

Michelle Loch and the Leading Humans Team appreciate your ongoing respect and commitment to/of Michelle Loch's Thought Leadership and her Intellectual Property and Program Content.

All intellectual property is understood and excepted under the  
© Copyright. 2025. Michelle Loch Global Pty Ltd.

SAMPLE

# Module 1

## Meet AARMA



In this module students will ...	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>UNDERSTAND</b> what the Better Me Project is and how it can lead to them becoming better humans.</li> <li><input type="checkbox"/> <b>DISCOVER</b> that the AARMA Principles are useful tools they can use to improve themselves.</li> <li><input type="checkbox"/> <b>REFLECT</b> on how understanding more about the brain can lead to a happier life, school and even society.</li> </ul>
Teacher preparation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read through the entire module to get a sense of the flow and make decisions about student grouping for discussions and group activities.</li> <li><input type="checkbox"/> Think about novel and creative ways to set up group activities.</li> <li><input type="checkbox"/> Choose which activities you will use and hide any slides you will not be using.</li> </ul>
AARMA	<ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness, Acceptance, Regulation, Motivation, and Accountability are the five AARMA Principles.</li> <li><input type="checkbox"/> They involve NOTICING, RESPECTING, CONTROLLING, FOCUSING, and OWNING behaviour, actions and attitudes.</li> <li><input type="checkbox"/> The AARMA Principles will feature in all BETTER ME Units. This unit is designed to introduce students to this most important framework so that future units will be able to leverage the principles.</li> </ul>
Three big ideas	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning about your brain, and what it means to be human is a most useful thing.</li> <li><input type="checkbox"/> You can learn to pause and see difficult situations through a different lens – the AARMA Principles.</li> <li><input type="checkbox"/> All five AARMA Principles are important in our daily lives.</li> </ul>
Key messages relevant for my class (after reading through the module, highlight here what you want to focus on for your class)	

# Module 1

## Meet AARMA

The timings indicated are MINIMUM times. If you have the time, get creative, change up the space – take the activities or discussions outside, and follow the interest and energy of the students.

Module Outline		
<b>Phase 1 – What is AARMA?</b>		<b>~40 mins total</b>
<b>Warm Up</b>	The Neuron Connection Chain	10 mins
<b>Present</b>	AARMA Introduction Video	5 mins
	The Five AARMA Principles	10 mins
<b>Practice</b>	Word Search and Scramble	5 mins
<b>Produce</b>	A Better School with AARMA	10 mins
<b>Phase 2 – Understanding AARMA</b>		<b>~40 mins total</b>
<b>Present</b>	The AARMA Goggles	10 mins
	AARMA Video Rewatch	5 mins
<b>Practice</b>	AARMA Story Matching	10 mins
<b>Produce</b>	AARMA Matching Card Game	15 mins
<b>Phase 3 – Using AARMA</b>		<b>~40 mins total</b>
<b>Present</b>	AARMA Rapid Recall	5 mins
	AARMA Video Final Rewatch	5 mins
<b>Practice</b>	AARMA Video Quiz	10 mins
<b>Produce</b>	Make an AARMA Poster	10 mins
<b>Reflect</b>	Use Your AARMA Goggles	10 mins



# Module 1

## Meet AARMA

### Phase 1 – What is AARMA? – Overview (40 mins)

#### Core Competency:

Self-Awareness; Self-Management; Social Awareness

#### Learning Intention:

Students will be introduced to the Better Me Project, the AARMA Principles, and the concept of becoming a better person (A BETTER ME) through understanding their brain.

#### Success Criteria:

- ***“I know what the Better Me project is, and what its goals are.”***
- ***“I understand a little about how the brain works, and that sometimes signals can get mixed up.”***
- ***“I know what the five AARMA words are.”***
- ***“I understand how the five AARMA words can be used to make me a better person, and our school a better place.”***

#### Differentiation:

- **Support:** Lean heavily on doing activities such as the **word scramble** and **search** as a class or in groups if students are finding it challenging; use plenty of personal examples to illustrate the five Principles if understanding is difficult.
- **Extend:** Have discussions with students about whether or not they have ever thought about becoming better people, and what they knew about how their brains worked before these lessons.

#### Materials:

- Module 1 Workbook pages 1-5
- Module 1 PPT slides 1-35
- At least two balls or other objects that can be passed easily
- AARMA Introduction Video (on slide 15 but also separately in teacher materials)



# Phase 1 – What is AARMA?

WARM UP – The Neuron Connection Chain (10 mins)	
Learning Intention	
Before learning about AARMA, students will learn about how their brain deals with mixed signals and difficult situations, as well as why it is important to figure out ways to be in control of how their brain operates.	
Success Criteria	
<p><i>“I know what a neuron is, and I have some idea about how the brain works.”</i></p> <p><i>“I understand that there are ways to make my brain work better.”</i></p>	
Content and Activities	Materials and Slides
<p><b>The Neuron Connection Chain</b></p> <p><b>Introduction: The Better Me Project</b></p> <p><b>SLIDE 1-2:</b> When you begin this lesson, make sure the PPT is on and displaying this first slide.</p> <p><i>“Today, we’re going to start learning about how to become better humans. We’re going to do this with something called the Better Me Project.”</i></p> <p><b>SLIDE 3:</b> During the next part, display each slide as it corresponds to each point.</p> <p><i>“Better Me is a project to help you create a better you through understanding your brain.”</i></p> <p><i>“If you know more about how your brain works, you’ll get ideas on how to use it so you can make better decisions and better choices.”</i></p> <p><i>“Once that starts happening, it’s easier to become healthier and happier!”</i></p>	<ul style="list-style-type: none"> <li>Module 1 PPT slides 1–12</li> <li>At least two balls or other objects that can be passed easily</li> </ul> <div> <p>1</p> </div> <div> <p>2</p> </div> <div> <p>3</p> </div>





# Phase 1 – What is AARMA?

## WARM UP – The Neuron Connection Chain (10 mins)

### Content and Activities

#### The Neuron Connection Chain

##### Activity: Mixed Signals

Make sure the students are arranged in a circle, either standing up or sitting in chairs, whichever arrangement is safe for at least two balls to be passed amongst them.

**SLIDE 4:** Turn to this slide.

***“Let’s learn a little about our brains. Our brains are made up of billions of tiny little brain cells called neurons. Brain signals – thoughts, feelings, ideas – get passed between each neuron to get to where they need to be in the brain.”***

**SLIDE 5:** Turn to this slide and read from it as you hand out the ball.

Hand one student in the circle a ball, or something that can be passed easily like a throw cushion or small beanbag.

**SLIDE 6:** Turn to this slide as you explain Round One.

***“This ball is a brain signal. Pass it between yourselves. Take care not to drop it – a fast brain that doesn’t drop signals is a healthy brain!”***

Get the students to pass the ball as quickly as they can between each other in a circle, taking care not to drop it. Keep them passing the ball as you explain Round Two.

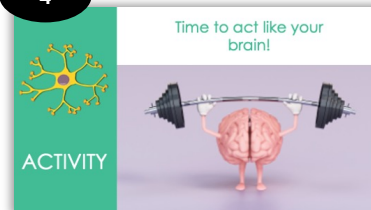
**SLIDE 7:** Turn to this slide as you explain Round Two.

***“Now, keep passing that brain signal, but now every time you pass it, you have to say the password, which I will say first. I can change the password at any time, or make it longer, so watch out!”***

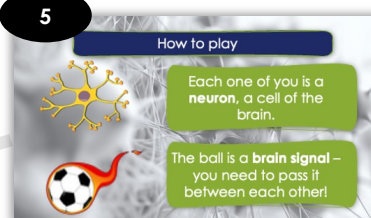
Shout out a password (“apple”, “banana”) that students must say in order to pass on the ball. If they don’t say it, stop the game, take the ball and start again. You can change it at any time. After a while, stop the game and continue to Round Three.

### Materials and Slides

4



5



6



7





# Phase 1 – What is AARMA?

## WARM UP – The Neuron Connection Chain (10 mins)

### Content and Activities

#### The Neuron Connection Chain

**SLIDE 8:** Turn to this slide as you explain Round Three.

***“Time to introduce another signal! Remember to keep saying the password!”***

Continue the password mechanic and introduce another ball into the mix. Keep the game going a little while, but make sure it doesn't get unsafe.

#### Key Point: Better Brain, Better Me

Return the classroom to normal, as best you can.

**SLIDE 9:** Turn to this slide as you explain what happened.

? ***“What was that like?”***

? ***“What was the difference between Rounds One, Two and Three?”***

? ***“How did it make you feel to have to keep up with all those things at once?”***

**SLIDES 10-12:** As you explain the key point, go through the slides as each section is mentioned.

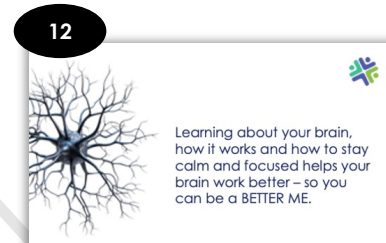
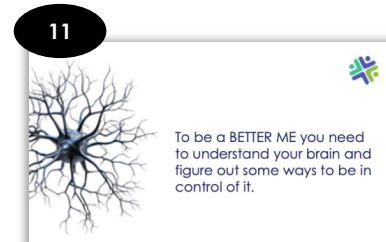
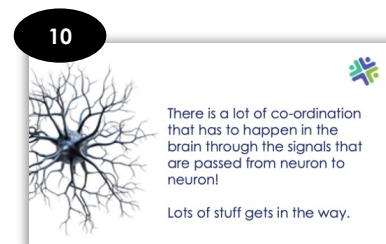
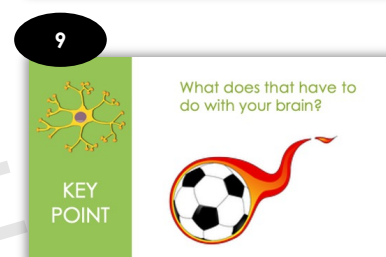
***“There is a lot of co-ordination that has to happen in the brain and it happens through signals that are passed from neuron to neuron. That's how your brain thinks and operates. Lots of stuff can get in the way of your brain operating well.”***

***“To be a BETTER ME, you need to understand your brain and figure out some ways to be in control of it.”***

***“Learning about your brain, how it works and how to stay calm and focus helps your brain work better – so you can be a BETTER ME.”***

? ***“What kinds of things might get in the way of your brain working properly?” (Emotions, tiredness, distraction, knowledge, habits)***

### Materials and Slides







# Phase 1 – What is AARMA?

## WARM UP – The Neuron Connection Chain (10 mins)

### Content and Activities

### Materials and Slides

### Differentiation

**Support:** If students are likely to be uncomfortable with the intensity of the later rounds of the game, you might wish to demonstrate with a couple volunteer students or a small group in front of the class. You can let them play for longer so they can get the hang of it.

**Extend:** The activity can be expanded into more rounds, with ideas for variation being:

- An alternating password
- Changing direction
- Switching from passing the signal standing to passing it sitting down
- Have students play the part of 'instructor'



# Phase 1 – What is AARMA?

PRESENT – AARMA Introduction Video (5 mins)	
Learning Intention	
Students will watch the AARMA Introduction Video and be introduced to the AARMA Principles and what they represent.	
Success Criteria	
<p><i>"I know what the five AARMA words are."</i></p> <p><i>"I understand that the AARMA words are a key part of becoming a better human."</i></p>	
Content and Activities	Materials and Slides
<p><b>AARMA Introduction Video</b></p> <p><b>First Watch</b></p> <p><i>"Let's watch this video and learn about AARMA."</i></p> <p><b>SLIDES 13-14:</b> Turn to slide 13, and have students open to <b>pages 1 and 2</b> in their workbook - the transcript of the video - reminding them to do so with slide 14.</p> <p><b>SLIDE 15:</b> Play the video on slide 15, making sure students can follow along with the transcript.</p> <p>? <i>"What did you find interesting in the video?"</i></p> <p>? <i>"What did you learn from watching the video?"</i></p> <p>? <i>"Which of the principles are you interested in learning more about?"</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>NOTE: The video is quite long so you may choose to only play it later in the module. If you do not play it, talk students through the names of the five AARMA Principles. The transcript in the student workbook will assist.</p> </div>	<ul style="list-style-type: none"> <li>Module 1 Workbook pages 1-2</li> <li>Module 1 PPT slides 13-15</li> <li>AARMA Introduction Video (on slide 15 but also separately in teacher materials)</li> </ul> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: black; color: white; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">13</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: black; color: white; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">14</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> </div> <div style="display: flex; align-items: center;"> <div style="background-color: black; color: white; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">15</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> </div> </div>
Differentiation	
<p><b>Support:</b> After the video, play it again to make sure students understand, and take questions directly if they can't understand anything. You could let them read along from the workbook the second time. For younger age groups you might like to skip the video and simply discussion the concepts.</p> <p><b>Extend:</b> Ask students to discuss as a class whether or not they have heard of any of the AARMA Principles before.</p>	



# Phase 1 – What is AARMA?

PRESENT – The Five AARMA Principles (10 mins)	
<b>Learning Intention</b> Students will explore the AARMA Principles so that they become familiar with the terminology and framework. All future modules and units will link back to this foundational framework.	
<b>Success Criteria</b> <i>“I can identify and name the five AARMA Principles.”</i> <i>“I can talk about what being happy, healthy, helpful and hopeful means, and whether or not these things are important to me.”</i> <i>“I can express a wish to improve one or more of those attributes.”</i>	
Content and Activities	Materials and Slides
<b>The Five AARMA Principles</b> <b>Discussion: My Human AARMA</b> <b>SLIDE 16:</b> As you turn to this slide, tell students to turn to <b>page 3</b> in their workbooks. <i>“Let’s look at the five AARMA Principles Nick talked about in the video.”</i> <b>SLIDE 17:</b> Turn to this slide, but do not start revealing the AARMA Principles until the instruction part. ? <i>“What do you notice about the model on the screen?”</i> ? <i>“What do the words on the left mean?”</i> <i>“Happy, healthy, helpful and hopeful: these are the four things you can be if you work hard to use the AARMA Principles.”</i> Reveal each Principle one by one and tell the students to fill in each box in their workbooks. <b>SLIDE 18:</b> Turn to this slide after they are finished writing. ? <i>“Is being happy, healthy, helpful and hopeful important to you? Which one are you good at already? Which one would you like to get better at?”</i>	<ul style="list-style-type: none"> <li>Module 1 Workbook page 3</li> <li>Module 1 PPT slides 16–18</li> </ul> <div> <div>16</div> <div>           What are the AARMA principles? Turn to <b>page 3</b>.            DISCUSS         </div> </div> <div> <div>17</div> <div>           My Human AARMA            Workbook  </div> </div> <div> <div>18</div> <div> <p>Is being happy, healthy, helpful and hopeful important to you?            Which one are you good at already, and which one would you like to get better at?</p> </div> </div>
<b>Differentiation</b> <b>Support:</b> Rely heavily on the slides, and go through each AARMA Principle with the class, making sure they repeat the word back to you so they remember it. Perhaps do an internet search or use a dictionary to look up the words. Have students form small groups to discuss. <b>Extend:</b> Ask students to discuss what it truly means to be happy, healthy, helpful and hopeful, and whether or not they can be all four at once without a lot of effort.	



# Phase 1 – What is AARMA?

## PRACTICE – Word Search and Scramble (5 mins)

### Learning Intention

Students will test their knowledge of the AARMA Principles in a couple of exercises designed to help them remember the key words of the course.

### Success Criteria

*"I am confident that I can remember all five AARMA Principles."*

*"I can find them in a word search or scramble activity without much trouble."*

### Content and Activities

#### Word Search and Scramble

##### Activity: Word Search

**SLIDE 19:** Turn to this slide, and tell students to turn to **page 4**.

*"Let's test you to see if you remember what the AARMA words are."*

**SLIDE 20:** Turn to this slide.

**[?] "Do you know what a word search is? Have you done one before?"**

*"See if you can find all the words in the word search."*

*"Here's a tip! The words can be found horizontally, vertically and diagonally, and they are never backwards."*

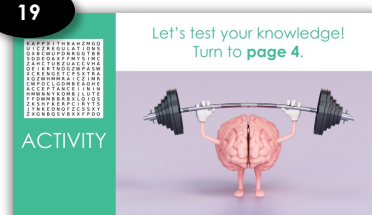
**SLIDE 21:** After students are finished, turn to the next slide and display the answers.

If you would like to do the Word Scramble in groups, there are printable 'cards' in the Appendix at the end of this guide that you can print and use.

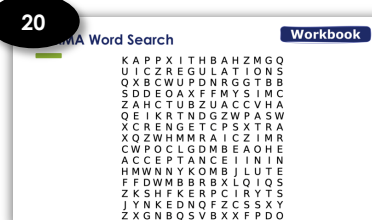
### Materials and Slides

- Module 1 Workbook pages 4-5
- Module 1 PPT slides 19-23

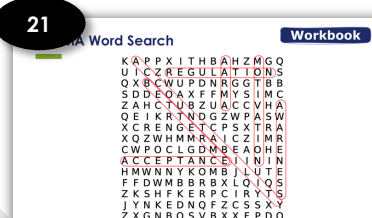
19



20



21





# Phase 1 – What is AARMA?

## PRACTICE – Word Search and Scramble (5 mins)

### Content and Activities

#### Word Search and Scramble

##### Activity: Word Scramble

**SLIDE 22:** Turn to this slide and tell students to turn to **page 5**.

**“One more test to see if you remember the AARMA actions!”**

**SLIDE 23:** Turn to this slide, though do not reveal the answers just yet.

**?** **“Do you know what a word scramble is? Have you done one before?”**

**“Have a go at unscrambling the words!”**

When finished, reveal the answers on the slide one by one to check.

### Materials and Slides

22

Ready for another challenge?  
Turn to **page 5**.

ACTIVITY



23

Word Scramble

Workbook

CNTOILBYIACATU

\_\_\_\_\_

VTINAOMITO

\_\_\_\_\_

TOAREGIULN

\_\_\_\_\_

NAESSARWE

\_\_\_\_\_

CPEANTECAC

\_\_\_\_\_

### Differentiation

**Support:** The activities can be done individually, in small groups, or as a class, depending on whatever is suitable for the students. Remind them that the AARMA words are on page 3 as well as in the corner of each of the activity pages.

**Extend:** Ask students if they can guess what the AARMA words mean and discuss them a little. You could ask students to then close their books and do a spelling test.



# Phase 1 – What is AARMA?

## PRODUCE – A Better School with AARMA (10 mins)

### Learning Intention

Students will be introduced to the meaning behind the AARMA Principles, the “I...” statements associated with them, and how they can be applied to their daily lives.

### Success Criteria

***“I know the meanings of the five AARMA Principles and how they apply to real life.”***

***“I know the five ‘I...’ AARMA actions that go with each word.”***

***“I understand that one way to be a BETTER ME and a better school is to use AARMA.”***

### Content and Activities

#### A Better School with AARMA

##### Key Point: The Five Words and their Actions

**SLIDE 24:** Turn to this slide.

***“It’s time for us to talk about the AARMA Principles and what they really mean.”***

**SLIDE 25:** Turn to this slide, and read out what is displayed on it, revealing each point one by one.

***“Awareness is about your ability to notice things that are important. You can notice how you feel, how what other people do makes you feel or impacts you, or you can notice how the things you do and say impact other people. The Awareness action is I NOTICE.”***

**SLIDE 26:** Turn to this slide, and read out what is displayed on it, revealing each point one by one.

***“Acceptance is accepting yourself and who you are. It’s being OK with your mistakes and respecting others for who they are. Also, it’s about accepting things that are not in your control. The Acceptance action is I RESPECT.”***

**SLIDE 27:** Turn to this slide, and read out what is displayed on it, revealing each point one by one.

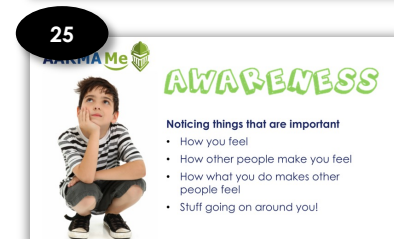
***“Regulation is about how well you regulate, or control, your feelings and your thoughts. The Regulation action is I CONTROL.”***

**SLIDE 28:** Turn to this slide, and read out what is displayed on it, revealing each point one by one.

***“Motivation is about your ability to move yourself to do the things you need to do. It’s about being able to keep going and keep trying, even when you want to give up. The Motivation action is I FOCUS.”***

### Materials and Slides

- Module 1 PPT slides 24-35







# Phase 1 – What is AARMA?

## PRODUCE – A Better School with AARMA (10 mins)

### Content and Activities

#### Key Point: The Five Words and their Actions (cont'd)

**SLIDE 29:** Turn to this slide, and read out what is displayed on it, revealing each point one by one.

**“Accountability is about owning up if you make mistakes, accepting what happens after you make decisions, and being responsible for what you need to do, like homework and assignments! The Accountability action is I OWN.”**

#### Discussion: A Better School (Refer page 31 for guidance)

**SLIDE 30:** Turn to this slide and ask the question.

**?** **“How would our school be better if everyone could use each AARMA Principle?”**

**SLIDE 31:** Turn to this slide after the discussion.

**“With Awareness, people would notice how their actions make others feel and try to be nicer. Everyone would pay more attention to what’s happening around them and help others when they need it.”**

**SLIDE 32:** Turn to this slide after the discussion.

**“With Acceptance, we would all get along better because we’d accept people for who they are, even if they’re different. It would be easier to fix problems and just try to make things better.”**

**SLIDE 33:** Turn to this slide after the discussion.

**“With Regulation, there would be less yelling and fighting and more thinking before acting. If everyone could control their emotions, we’d all be nice.”**

**SLIDE 34:** Turn to this slide after the discussion.

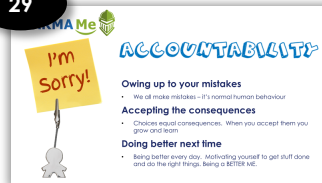
**“With Motivation, people would try harder to do important things, even if they’re hard or don’t feel like it. We’d all help each other reach our goals.”**

**SLIDE 35:** Turn to this slide after the discussion.

**“With Accountability, the world would be fairer because people would admit when they make mistakes and try to fix them. Everyone would trust each other more because we’d keep our promises.”**

### Materials and Slides

29



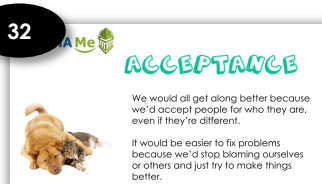
30



31



32



33



34



35



Refer to the Appendix page 31 for guidance for a teacher-led reflection exercise



# Phase 1 – What is AARMA?

## PRODUCE – A Better School with AARMA (10 mins)

Content and Activities	Materials and Slides
<b>Key Point:</b> <i>The Five Words and their Actions (cont'd)</i>	
<b>Differentiation</b>	
<p><b>Support:</b> There is no need to spend too much time on these points as they'll be covered in more depth in later modules.</p> <p><b>Extend:</b> Ask students to think about whether or not doing these things would make the school a better place, and why or why not. What would they see or not see that is different to now? What might they hear or not hear that is different to now? How might students and teacher feel or not feel that they do now?</p>	

Refer to the Appendix page 31 for guidance for a teacher-led reflection exercise



# Module 1

## Meet AARMA

### Phase 2 - Understanding AARMA - Overview (40 mins)

#### Core Competency:

Self-Awareness; Self-Management; Social Awareness

#### Learning Intention:

Students will develop a deeper understanding of the AARMA Principles and how they relate to their everyday lives, as well as learn the AARMA action statements for each Principle.

#### Success Criteria:

- ***"I know the five 'I...' action statements that go with each AARMA word, and what they mean."***
- ***"I can link each AARMA word to a real-world example of where it is needed."***
- ***"I can accurately match each word with its 'I...' statement and talk about how they may have affected me."***
- ***"I can use the AARMA Principles in my everyday life."***

#### Differentiation:

- **Support:** The AARMA Story Match and Memory Card activities can be done in large groups or as a class; the post-Memory Card discussion can be simplified greatly. Have the cards pre-cut and shuffled before students come in, if time is a factor.
- **Extend:** Spend more time on the post-Memory Card discussion, asking each question directly to the class and eliciting responses.

#### Materials:

- Module 1 Workbook pages 1-2, 6-7
- Module 1 PPT slides 36-53
- AARMA Introduction Video (on slide 42 but also separately in teacher materials)
- AARMA Memory Cards, copied and pre-cut from the Teacher's Guide Appendix page 38 and 39; one set per student group required



# Phase 2 – Understanding AARMA

## PRESENT – The AARMA Goggles (10 mins)

### Learning Intention

Students will review the AARMA Principles and learn to associate them with their respective “I...” statements.

### Success Criteria

***“I know that each AARMA word comes with an ‘I...’ statement.”***

***“I can use the AARMA words like a pair of magic goggles that I can turn on and off – if I turn them on, I can find a way to calm my brain down and do something that will make me a better human.”***

### Content and Activities

#### The AARMA Goggles

#### Key Point: Making the Goggles

**SLIDE 36:** Show this slide as you start.

**?** *“What are the AARMA Principles? How might we use them as we go about our daily activities?”*

**SLIDE 37:** Turn to this slide.

***“When times get tough, you can learn to pause and see the world differently – like you were a better me – just like putting on a pair of magic goggles. If you know the AARMA Principles and what they mean, you can decide how to manage your brain and what to do next.”***

#### Activity: The AARMA Goggles

**SLIDE 38:** Turn to this slide and ask students to turn to **page 6** in their workbooks.

***“Each AARMA Principle has an action to go with it. Let’s review them now.”***

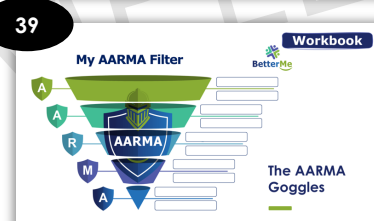
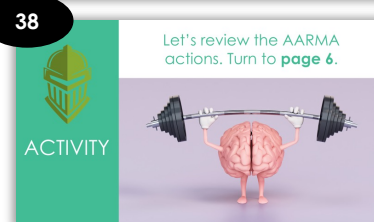
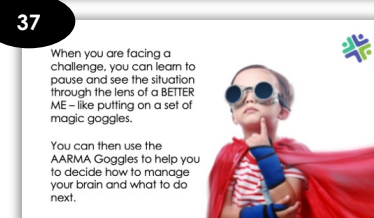
**SLIDE 39:** Turn to this slide, but do not start revealing the AARMA Principles or their actions until the instruction part.

Reveal each principle and action one by one and tell the students to fill in each box in their workbooks.

**?** *“What does it mean to notice, to respect, to control, to focus and to own? Can you think of some real life examples of doing these things?” (See next page for some sample answers)*

### Materials and Slides

- Module 1 Workbook page 6
- Module 1 PPT slides 36-39





# Phase 2 – Understanding AARMA

## PRESENT – The AARMA Goggles (10 mins)

### Differentiation

**Support:** If students are having trouble, ask them to refer to the previous workbook pages where they have already written down the AARMA Principles.

**Extend:** Ask students if they can make a sentence with the action words and share a few examples with the class. For example,

### Awareness

I was **aware** that my joke had hurt someone, so I apologised straight away.  
I **noticed** my friend sitting alone, so I invited them to join us.

### Acceptance

I was **accepting** of my classmate's different ideas, even though I didn't agree.  
We **included** everyone in the game so no one felt left out.

### Regulation

I was **able to regulate** my emotions by walking away when I got frustrated.  
I **calmed down** before responding so I wouldn't say something I'd regret.

### Motivation

I stayed **motivated** to finish my project even when it got tricky.  
I **kept trying** even though I wanted to give up.

### Accountability

I was **accountable** for forgetting my homework and promised to be more organised next time.  
I **owned up** to breaking the ruler and offered to replace it.

SAMPLE



# Phase 2 – Understanding AARMA

## PRESENT – AARMA Video Rewatch (5 mins)

### Learning Intention

Students will watch the AARMA Introduction Video again, paying more attention to what Nick says about each Principle and what it means.

### Success Criteria

*"I can explain what the AARMA Principles mean."*

*"I understand that the AARMA Principles are a key part of becoming a better human."*

### Content and Activities

#### AARMA Introduction Video

#### Second Watch

*"Let's watch the introduction video again and review what we've learned so far about AARMA."*

**SLIDES 40-41:** Turn to slide 40, and have students open to **pages 1 and 2** in their workbook - the transcript of the video - reminding them to do so with slide 41.

**SLIDE 42:** Play the video on slide 42, making sure students can follow along with the transcript.

? *"What is the Better Me project about?"*

? *"What does Nick say about Awareness?"*

? *"After Awareness, what's the next AARMA Principle, and what does it mean?"*

? *"How do we use Regulation?"*

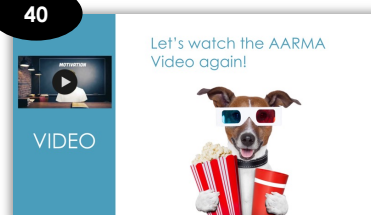
? *"Have you ever felt like you don't have enough Motivation? What is it?"*

? *"What is Accountability and why is it important?"*

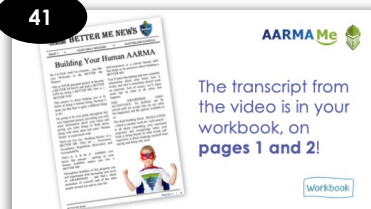
### Materials and Slides

- Module 1 Workbook pages 1-2
- Module 1 PPT slides 40-42
- AARMA Introduction Video (on slide 42 but also separately in teacher materials)

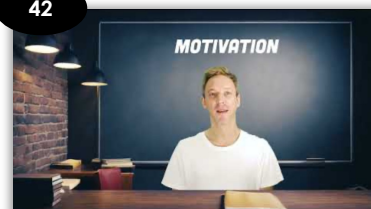
40



41



42



### Differentiation

**Support:** After the video, play it again to make sure students understand, and take questions directly if they can't understand anything. Discuss the principles as a class again if necessary. Students can use a highlighter to find the answers to the questions in the news article/script. You can stop the video after each Principle is mentioned and discuss with students.

**Extend:** Ask students to discuss as a class whether or not they have used any of the AARMA words or Principles or actions recently, and whether or not they think any of them is useful to them personally. Ask students to reflect on situations where they have NOT used the Principles and make a link to the consequences.





# Phase 2 – Understanding AARMA

## PRACTICE – AARMA Story Matching (10 mins)

### Learning Intention

Students will be able to match a real-life example of using AARMA with the specific word, which will in turn improve their understanding of how AARMA works.

### Success Criteria

*"I can link each AARMA Principle to a real-world example of where it is needed."*

*"I understand a bit more about how the AARMA actions are used in everyday life."*

### Content and Activities

#### AARMA Story Matching

##### Activity: Matching the Stories

*"Let's see if you understand AARMA and how you can use it every day."*

**SLIDE 43:** Turn to this slide and tell students to turn to **page 7**.

*"Now that we know the name of each AARMA Principle, let's take a look at some examples of how they are used. There are five stories here, and you'll need to match them with the AARMA Principle the person in them is using to solve their problem."*

**SLIDE 44:** Display this slide, but do not reveal the answers just yet.

In the workbook, students can draw lines to connect the stories with the AARMA Principles. Once finished, reveal the answers on the slide one by one.

**[?] "What do the AARMA Principles now mean to you? Are any of these stories familiar to you? Have you done similar things? Why or why not?"**

### Materials and Slides

- Module 1 Workbook page 7
- Module 1 PPT slides 43-44

**43**

Let's see if you understand the Principles. Turn to **page 7**.

**ACTIVITY**

**44**

Matching

AARMA PRINCIPLE	STORY
AWARENESS	John noticed that one of the students in his class was always late. He asked them why and they said they were late because they were always late. He then asked them why they were always late and they said they were always late because they were always late.
ACCEPTANCE	John noticed that one of the students in his class was always late. He asked them why and they said they were late because they were always late. He then asked them why they were always late and they said they were always late because they were always late.
REGULATION	John noticed that one of the students in his class was always late. He asked them why and they said they were late because they were always late. He then asked them why they were always late and they said they were always late because they were always late.
MOTIVATION	John noticed that one of the students in his class was always late. He asked them why and they said they were late because they were always late. He then asked them why they were always late and they said they were always late because they were always late.
ACCOUNTABILITY	John noticed that one of the students in his class was always late. He asked them why and they said they were late because they were always late. He then asked them why they were always late and they said they were always late because they were always late.

### Differentiation

**Support:** The matching can be done individually, in small groups, or as a class, depending on whatever is suitable for the students. Give an example of a similar story if students require further clarification.

**Extend:** Ask students if they can think of a story of their own, where they used one of the AARMA words to solve a problem – or a situation where they should have. Come up with your own example first to volunteer, making sure the environment is comfortable for sharing.



# Phase 2 – Understanding AARMA

## PRODUCE – AARMA Memory Card Game (15 mins)

### Learning Intention

Students will associate the AARMA Principles with their respective actions and be able to come up with some examples.

### Success Criteria

*"I can identify which words are AARMA Principles and which ones are AARMA actions."*

*"I can accurately match each word with its 'I...' action statement and talk about how they may have affected me."*

### Content and Activities

#### AARMA Matching Card Game

##### Discussion: Matching Card Game

**SLIDE 45:** Show this slide at the beginning of the discussion.

*"Time to test your memory and talk about how to use your AARMA."*

**SLIDE 46-47:** Turn to these slides while you give the instructions.

Make sure you have a set of Matching Cards for each group.

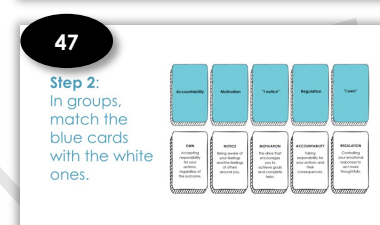
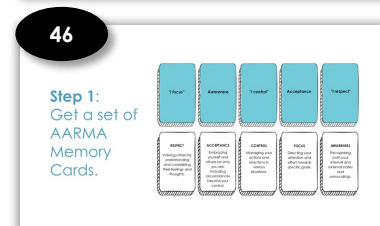
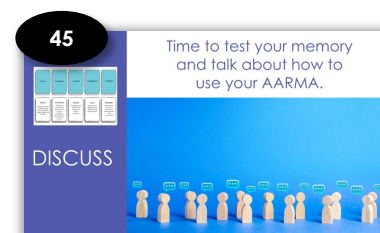
*"Get into small groups, and make sure that you have a set of Matching Cards."*

*"Sort the blue cards from the white ones and try to pair each blue word or action with its match. There are five AARMA Principles and five AARMA Actions on the blue cards, and each of them has a matching explanation on a white card."*

*"Do this until you complete the 10 pairs."*

### Materials and Slides

- Module 1 PPT slides 45-53
- AARMA Memory Cards, copied and pre-cut from the Teacher's Guide Appendix; one set per student group required



# Phase 2 – Understanding AARMA



## PRODUCE – AARMA Memory Card Game (15 mins)

### Content and Activities

#### AARMA Matching Card Game

##### Key Point: Using the AARMA Actions

**SLIDE 48:** When all groups are finished or enough time has passed, turn to this slide.

*“Let’s look at the AARMA Principles and their Actions a little more closely.”*

**SLIDE 49:** Turn to this slide when ready.

*“Read out the explanation from the AWARENESS and the I NOTICE cards. We use Awareness with I notice.”*

- ? *“What are you good at noticing?”*
- ? *“Can you remember a time when you did NOT notice something that was important?”*
- ? *“What do you notice about how you are feeling right now? Can you give your feeling a name?”*

**SLIDE 50:** Turn to this slide when ready.

*“Read out the explanation from the ACCEPTANCE and the I RESPECT cards. We use Acceptance with I respect.”*

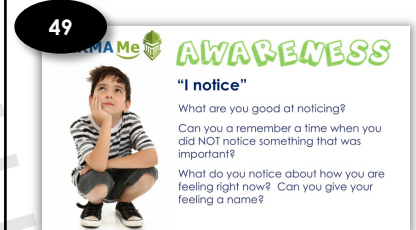
- ? *“What are you good at accepting?”*
- ? *“Can you remember a time when you found it hard to accept something you or someone else did?”*
- ? *“What kinds of things do we all need to ‘just accept’ sometimes?”*

**SLIDE 51:** Turn to this slide when ready.

*“Read out the explanation from the REGULATION and the I CONTROL cards. We use Regulation with I control.”*

- ? *“When are you good at controlling your emotions?”*
- ? *“When are you not so good?”*
- ? *“Can you remember a time when you lost control of your emotions and made poor choices?”*

### Materials and Slides



# Phase 2 – Understanding AARMA



## PRODUCE – AARMA Memory Card Game (15 mins)

### Content and Activities

### AARMA Memory Card Game

**Key Point:** Using the AARMA Actions (cont'd)

**SLIDE 52:** Turn to this slide when ready.

**“Read out the explanation from the MOTIVATION and the I FOCUS cards. We use Motivation with I focus.”**

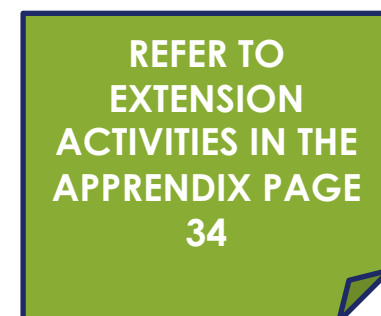
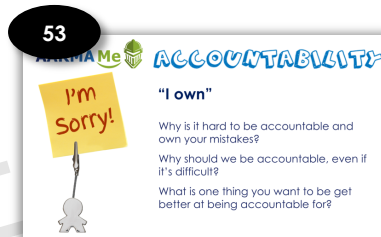
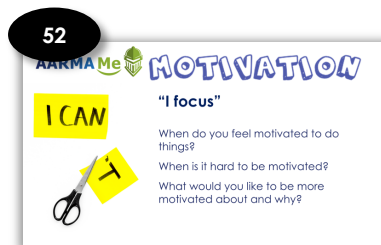
- ? “When do you feel motivated to do things?”
- ? “When it is hard to be motivated?”
- ? “What would you like to be more motivated about and why?”

**SLIDE 53:** Turn to this slide when ready.

**“Read out the explanation from the ACCOUNTABILITY and the I OWN cards. We use Accountability with I own.”**

- ? “Why is it hard to be accountable and own your mistakes?”
- ? “Why should we be accountable, even if it's difficult?”
- ? “What is one thing you want to get better at being accountable for?”

### Materials and Slides



### Differentiation

**Support:** One way to level this exercise is to do the Matching Card sorting as a class and providing the answer at the end. Take your time!

**Extend:** Encourage students to share their own stories related to the questions asked during the key point section. There are also a number of debrief activities you can do with the Matching Card Game in the **Appendix**.

Convert the game to a Memory Card Game: shuffle cards and turn over so the back are shown. Turn over one card and a second card. If the cards are a pair, take them out of the game. If not turn them back over and try again. Continue until all the cards are paired and none are left.



# Module 1

## Meet AARMA

### Phase 3 - Using AARMA – Overview (40 mins)

#### Core Competency:

Self-Awareness; Self-Management; Social Awareness

#### Learning Intention:

Students will test their recall of the AARMA Principles, as well as reflect on everything they've learned about the ways they can become a better person.

#### Success Criteria:

***"I can remember the five AARMA Principles and their 'I...' statements and talk about what they mean."***

***"I can take one of the AARMA Principles and turn it into a work of art that others can learn from."***

***"I can visualise myself putting on a set of AARMA Goggles to identify when AARMA is used in day-to-day life."***

#### Differentiation:

**Support:** Have examples of posters pre-made that students can work from, or design and create a large poster or mural as a class.

**Extend:** Have students demonstrate using the AARMA Principles in front of one another, with students having to put on their AARMA Goggles to identify which one they're using.

#### Materials:

- Module 1 Workbook pages 1-2, 8-9
- Module 1 PPT slides 54-67
- AARMA Introduction Video (on slide 58 but also separately in teacher materials)
- A piece of poster paper for each student (or student group)
- Markers, coloured pencils, highlighters
- Printed blank posters using the AARMA Icons on poster pages provided to your Program Manager.



# Phase 3 – Using AARMA

## PRESENT – AARMA Rapid Recall (5 mins)

### Learning Intention

Students will review the AARMA words with a quick rapid recall exercise that tests their memory and prepares them for the last phase of the module.

### Success Criteria

*“I can recall each AARMA word and talk about what it means.”*

### Content and Activities

#### AARMA Rapid Recall

##### Activity: Rapid Recall

**SLIDE 54:** Display this slide at the beginning.

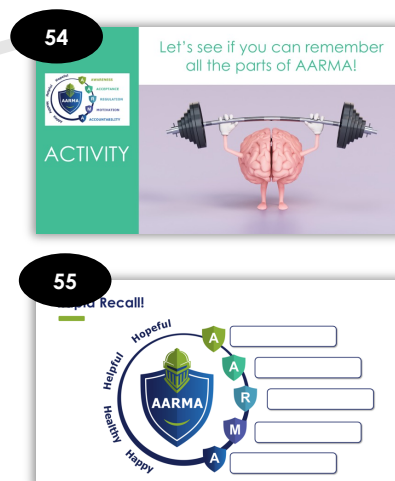
*“Let’s see if you can remember all the parts of AARMA!”*

**SLIDE 55:** Turn to the next slide as you explain the instructions for the rapid recall activity.

First, call out “First word – A is for...” and wait for the response from the students as a class – “Awareness!” Do this with all five AARMA words. Then, break students into pairs so they can practice the call and response together, alternating roles. When the activity is done, you can review the words using the slide.

### Materials and Slides

- Module 1 PPT slides 54-55



### Differentiation

**Support:** The pair activity can be omitted for time, or you can select a series of volunteers to demonstrate up the front first.

**Extend:** Turn it into a longer game by changing up the speed or introducing actions as a response to the AARMA words. For example, have students create an action that represents the Principle to them. Awareness/I notice could be the action of putting on pretend glasses. Then as you call out the Principles, they do the actions they have created for themselves or their small groups.





## Phase 3 – Using AARMA

### PRESENT – AARMA Video Final Rewatch (5 mins)

#### Learning Intention

Students will watch the AARMA Introduction Video for the final time, in preparation for the quiz.

#### Success Criteria

*"I can explain what the AARMA Principles mean."*

*"I understand that the AARMA Principles are a key part of becoming a better human."*

#### Content and Activities

##### AARMA Introduction Video

##### Final Watch

*"Let's watch the video again one last time, so we can answer some questions about it later."*

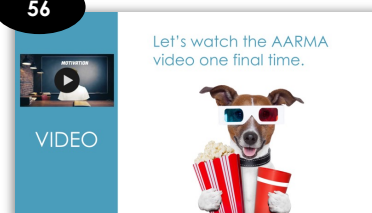
**SLIDES 56-57:** Turn to slide 56, and have students open to **pages 1 and 2** in their workbook - the transcript of the video - reminding them to do so with slide 57.

**SLIDE 58:** Play the video on slide 58, making sure students can follow along with the transcript.

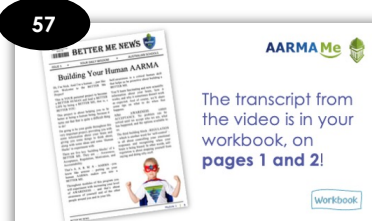
#### Materials and Slides

- Module 1 Workbook pages 1-2
- Module 1 PPT slides 56-58
- AARMA Introduction Video (on slide 58 but also separately in teacher materials)

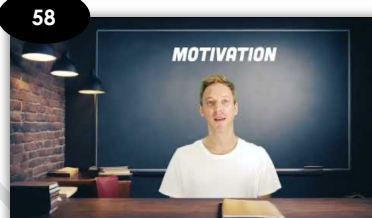
56



57



58



#### Differentiation

**Support:** After the video, play it again to make sure students understand, and take questions directly if they can't understand anything. Preview some of the quiz questions if necessary.

**Extend:** Ask students to discuss as a class what they think of the video and if it has helped them understand things a bit better.



# Phase 3 – Using AARMA

## PRACTICE – AARMA Video Quiz (10 mins)

### Learning Intention

Students will test their AARMA knowledge and their understanding of the video by doing a quiz in their workbook.

### Success Criteria

*"I can answer questions about what each AARMA Principle means."*

*"I can understand the purpose of the Better Me project and how I can become a better person through AARMA."*

### Content and Activities

#### AARMA Video Quiz

#### Quiz

**SLIDE 59:** Turn to this slide and instruct students to turn to **page 8** of the workbook.

*"Time to test your knowledge of the AARMA words and the video."*

In pairs, small groups, or as a class, complete the Quiz on **page 8**.

Answers: **1-C, 2-A, 3-C, 4-B, 5-D, 6-B**

**[?] "Do you think you understand AARMA a little better now than you did before?"**

### Materials and Slides

- Module 1 Workbook page 8
- Module 1 PPT slide 59



### Differentiation

**Support:** Make sure that students understand the words in each question of the quiz and provide clarification if necessary. Direct students to find the answers from the news article transcript.

**Extend:** Have students complete the Quiz as a 'competition' either individually or in groups. First to finish, with all correct answers, wins. Ask students to discuss as a class their understanding of AARMA so far and how they could continue to deepen their understanding.



# Phase 3 – Using AARMA

## PRODUCE – Make an AARMA Poster (10 mins)

### Learning Intention

Students will make a poster based on one of the AARMA words, using both images and text to convey their understanding of the word.

### Success Criteria

*"I can identify why one of the AARMA Principles is important to me."*

*"I can take one of the AARMA words and turn it into a work of art that others can learn from."*

### Content and Activities

#### Make an AARMA Poster

##### Activity: Make an AARMA Poster

**SLIDE 60:** Show this slide at the beginning of the activity.

*"Let's see if you can make a poster out of one of the five AARMA words."*

**SLIDE 61:** Turn to this slide while you hand out the materials.

Hand out a piece of poster paper to each student, or student group, depending on approach, and make sure they have markers or coloured pencils to use.

- Each student/group needs to pick one of the five AARMA Principles, whichever they relate to the most.
- Encourage students to make the AARMA word the biggest one on the poster and surround it with illustrations of the word in actions or what it means to them. They can also write some sentences using the "I..." structure as examples.

**?** *"Why did you pick that AARMA word? What does it mean to you?"*

### Materials and Slides

- Module 1 PPT slides 60-61
- A piece of poster paper for each student (or student group)
- Markers, coloured pencils, highlighters



### Differentiation

**Support:** Students can make a poster in groups instead of individually if this will be more manageable in terms of time and ability, and you can even do a class poster. Providing an example poster would also be a good idea.

**Extend:** Ask students to discuss their favourite posters, highlighting the advantages of each.

Your program manager has been provided with a PDF file and the AARMA Icons you can use to create and print posters for this activity



# Phase 3 – Using AARMA

## REFLECT – Use Your AARMA Goggles (10 mins)

### Learning Intention

Students will learn how to use their AARMA Goggles in real time, using them to identify situations where they need to use the relevant words and actions.

### Success Criteria

**"I can explain how much I've learnt about AARMA over the course of this module."**

**"I can visualise myself putting on a set of AARMA Goggles to identify when AARMA is used in day-to-day life."**

### Content and Activities

#### Use Your AARMA Goggles

##### Discussion: Using the Goggles

**"Time to use the AARMA Goggles."**

**SLIDE 62:** Turn to this slide, and have students open to **page 9** in their workbook.

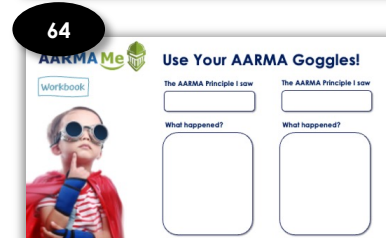
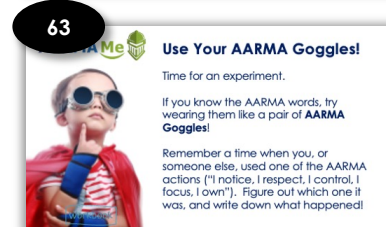
**SLIDE 63-64:** Turn to this slide as you explain the concept.

**"It's time to experiment. If you know the AARMA Principles, try wearing them like a pair of AARMA Goggles! Remember a time when you, or someone else, used one of the AARMA actions ("I notice, I respect, I control, I focus, I own"), figure out which one it was, and write down what happened!"**

Individually or as a group, identify two situations where they have used or seen the AARMA words used in their daily life, and write them down in their workbooks.

### Materials and Slides

- Module 1 Workbook page 9
- Module 1 PPT slides 62-67





# Phase 3 – Using AARMA

## REFLECT – Use Your AARMA Goggles (10 mins)

### Content and Activities

#### Use Your AARMA Goggles (recap)

**Key Point:** *What is AARMA, anyway?*

**SLIDE 65/66:** Turn to this slide as you explain.

***“AARMA are a set of principles you can use to become a BETTER ME. They help you to understand when your brain is in control in ways that aren’t useful, so that you can take back control. Developing your Human AARMA will help you become a BETTER ME.”***

? ***“What did you learn during these last few lessons about how to be a BETTER ME?”***

? ***“Do you think you can use AARMA more in your daily life?”***

***“Next time, we’ll be looking more closely at Awareness, the first of the AARMA Principle words.”***

### Materials and Slides

65

KEY POINT

66

67

### Differentiation

**Support:** If it is extra difficult for them, go through the page as a class, collectively coming up with two scenarios and writing them down.

**Extend:** Ask students what they want to apply their newfound understanding of AARMA to, and what they are looking forward to learning about Awareness. Are there some actions and behaviours that the class would like to agree to, perhaps one for each of the Principles, as a class – ways to behave and ‘be’ when in the classroom that would benefit everyone in the class. For example, ‘we try to ‘notice’ when someone is struggling with something, and we offer to help - even if we don’t know them that well.’

# Appendix

## Teacher Guidance for Discussion AND Extension Activities







## AARMA – Teacher Led Reflection

### Sample response for reflection “How would our School be Better!”

#### **AWARENESS – I Notice**

With Awareness, people would notice how their actions make others feel and try to be nicer. Everyone would pay more attention to what's happening around them and help others when they need it.

##### **Would this make the school a better place?**

- People would think before they act.
- Fewer hurt feelings or misunderstandings.
- More students would step in to help.

##### **What would you see or not see?**

###### **More likely to see:**

- Helping behaviours, calm observation, students checking in with others
- Students pausing before reacting
- Helping someone who's left out

###### **Less likely to see:**

- Ignoring problems or classmates in need
- Careless disruptions
- Walking past mess or exclusion

##### **What would you hear or not hear?**

###### **More likely to hear:**

- Are you okay?
- Sorry, I didn't realise
- Do you need help?

###### **Less likely to hear:**

- Not my problem
- I didn't notice
- Whatever

##### **How might people feel or not feel?**

###### **More likely to feel:**

- Noticed
- Safe
- Supported

###### **Less likely to feel:**

- Invisible
- Misunderstood
- Anxious

### Sample response for reflection “How would our School be Better!”

#### **ACCEPTANCE – I respect**

With Acceptance, we would all get along better because we'd accept people for who they are, even if they're different. It would be easier to fix problems and just try to make things better.

##### **Would this make the school a better place?**

- Everyone would feel like they belong.
- There'd be less teasing or bullying.
- Arguments wouldn't last as long — we'd move on.

##### **What would you see or not see?**

###### **More likely to see:**

- Mixed friendships and inclusive play
- Students helping those who are different
- Smiles and friendly interactions

###### **Less likely to see:**

- Judging others by appearance or background
- Exclusive friend groups
- People being left out

##### **What would you hear or not hear?**

###### **More likely to hear:**

- That's okay, we're all different
- You can still join in
- Let's understand them

###### **Less likely to hear:**

- You're weird
- You don't belong
- Gossip or mocking

##### **How might people feel or not feel?**

###### **More likely to feel:**

- Accepted
- Welcomed
- Relaxed being themselves

###### **Less likely to feel:**

- Judged
- Excluded
- Pressured to fit in



## AARMA – Teacher Led Reflection

### Sample response for reflection “How would our School be Better!”

#### REGULATION – I control

With Regulation, there would be less yelling and fighting and more thinking before acting. If everyone could control their emotions, we'd all be nice.

#### Would this make the school a better place?

- It would be calmer.
- People would think before they lash out.
- Less class disruption and drama.

#### What would you see or not see?

##### More likely to see:

- Students using calming strategies like breathing
- Fewer emotional outbursts
- People taking time to cool down

##### Less likely to see:

- Storming off or throwing things
- Tears or shouting in frustration
- Emotional overload disrupting learning

#### What would you hear or not hear?

##### More likely to hear:

- I need a minute
- Let's take a breath
- I can handle this

##### Less likely to hear:

- Screaming
- Blaming others
- Slamming desks or doors

#### How might people feel or not feel?

##### More likely to feel:

- Calm
- In control
- Respected

##### Less likely to feel:

- Stressed
- Tense
- Scared

### Sample response for reflection “How would our School be Better!”

#### MOTIVATION – I focus

With Motivation, people would try harder to do important things, even if they're hard or don't feel like it. We'd all help each other reach our goals.

#### Would this make the school a better place?

- Everyone would try their best.
- We'd help each other achieve things.
- People wouldn't give up so easily.

#### What would you see or not see?

##### More likely to see:

- Focused students completing tasks
- Classmates encouraging each other
- Effort and persistence

##### Less likely to see:

- Giving up quickly
- Lack of interest or effort
- Procrastination

#### What would you hear or not hear?

##### More likely to hear:

- Let's try again
- We can do this
- Don't give up

##### Less likely to hear:

- This is too hard
- I don't care
- Whatever

#### How might people feel or not feel?

##### More likely to feel:

- Proud
- Energised
- Supported

##### Less likely to feel:

- Defeated
- Unmotivated
- Alone



## AARMA – Teacher Led Reflection

Sample response for reflection “How would our School be Better!”

### **ACCOUNTABILITY – I own**

With Accountability, the world would be fairer because people would admit when they make mistakes and try to fix them. Everyone would trust each other more because we'd keep our promises.

#### **Would this make the school a better place?**

- People would be honest.
- It would be fairer and feel more trustworthy.
- Mistakes wouldn't turn into bigger problems.

#### **What would you see or not see?**

##### **More likely to see:**

- Students owning up to mistakes
- Fixing what they've done wrong
- Trying again with integrity

##### **Less likely to see:**

- Blaming others
- Hiding mistakes
- Avoiding responsibility

#### **What would you hear or not hear?**

##### **More likely to hear:**

- That was my fault
- I'll fix it
- Next time I'll do better

##### **Less likely to hear:**

- It wasn't me!
- That's not fair!
- Why should I?

#### **How might people feel or not feel?**

##### **More likely to feel:**

- Trusted
- Safe
- Respected for honesty

##### **Less likely to feel:**

- Blamed unfairly
- Distrustful
- Scared to speak up

## EXTENSION MATERIAL

# AARMA Matching Card Game

### Debrief Activities for the Matching Card Game

Each of these activities can be adapted based on the age and maturity level of the students to ensure they are engaging and appropriate. These debriefs not only enhance understanding but also encourage the practical application of the AARMA principles in everyday life.

#### 1. AARMA Principle Application Stories

- **Activity:** Each student or group selects a card pair. They then share a personal story or a hypothetical scenario where they could apply the AARMA Principle or AARMA Action on the card. For example, explaining how they showed "Accountability" in a real-life situation.
- **Purpose:** This encourages students to connect the abstract AARMA Principle to concrete actions and personal experiences, enhancing their understanding and recall.

#### 2. Role-Play Scenarios

- **Activity:** Students work in small groups. Each group picks a card and then creates a brief role-play scenario that illustrates the AARMA Principle or AARMA Action. For example, demonstrating "Regulation" during a heated discussion. You could ask the class to guess which AARMA Principle or Action is being demonstrated. OR students could demonstrate 'NOT regulating or NOT controlling their emotions' during a heated discussion.
- **Purpose:** Role-playing helps students practice emotional responses and consider different perspectives, fostering empathy and deeper learning of the AARMA Principles and Actions.

#### 3. Creative Reflections

- **Activity:** Students select a card and use it as a prompt to draw a picture, write a poem, or compose a short story that reflects the AARMA Principle or Action.
- **Purpose:** Engaging with the material creatively allows students to express their understanding in diverse ways, catering to different learning styles.

#### 4. AARMA Principle Teaching

- **Activity:** Students act as teachers for a small group, explaining their selected card's AARMA Principle or AARMA Action, why it's important, and how it can be practiced daily.
- **Purpose:** Teaching others is a powerful way to solidify one's own understanding and verbalise thoughts clearly.

#### 5. Discussion Circles

- **Activity:** After pairing the cards, students form circles and each student shares what the AARMA Principle or Action on their card means to them personally. They discuss how it affects their behaviour and decision-making.
- **Purpose:** This fosters a group understanding and allows students to see multiple perspectives on the same concept, enriching their grasp of each Principle.

#### 6. Challenge and Solution

- **Activity:** Each student or group picks a card and thinks of a challenge they might face related to the principle. They then discuss possible solutions or ways to handle the situation according to the AARMA framework.
- **Purpose:** This activity helps students apply the AARMA Principles and Actions to problem-solving and critical thinking about real-life challenges.

SAMPLE

## ACTIVITY TO PRINT

### Group Word Scramble

SAMPLE



SAMPLE

SAMPLE

A

W

SAMPLE

A

R

SAMPLE



SAMPLE

E

N

SAMPLE

E

S

SAMPLE

S

A

SAMPLE

C

SAMPLE  
C

SAMPLE

E

P

SAMPLE

T

A

SAMPLE

SAMPLE  
N

C

SAMPLE

E

SAMPLE  
R

SAMPLE

E

G

SAMPLE

U

SAMPLE

L

SAMPLE

A

T

SAMPLE

I

SAMPLE

O



SAMPLE  
N

M

SAMPLE

O

T

SAMPLE

SAMPLE

I

V

SAMPLE

A

T

SAMPLE

SAMPLE

I

O

SAMPLE

N

A

SAMPLE

SAMPLE

C

C

SAMPLE

O

SAMPLE

U

SAMPLE

N

T

SAMPLE

A

SAMPLE

B

SAMPLE

I

L

SAMPLE

I

T

SAMPLE



SAMPLE

Y

SAMPLE

SAMPLE

SAMPLE

## ACTIVITY TO PRINT

### AARMA Matching Cards

SAMPLE



SAMPLE

**Accountability**

**Motivation**

**"I notice"**

**Regulation**

**"I own"**

**OWN**

Accepting  
responsibility  
for your  
actions,  
regardless of  
the outcome.

**NOTICE**

Being aware of  
your feelings  
and the feelings  
of others  
around you.

**MOTIVATION**

The drive that  
encourages  
you to  
achieve goals  
and complete  
tasks.

**ACCOUNTABILITY**

Taking  
responsibility for  
your actions and  
their  
consequences.

**REGULATION**

Controlling  
your emotional  
responses to  
act more  
thoughtfully.

**"I focus"**

**Awareness**

**"I control"**

**Acceptance**

**"I respect"**

**RESPECT**

Valuing others by understanding and considering their feelings and thoughts.

**ACCEPTANCE**

Embracing yourself and others for who you are, including circumstances beyond your control.

**CONTROL**

Managing your actions and reactions in various situations.

**FOCUS**

Directing your attention and effort towards specific goals.

**AWARENESS**

Recognising both your internal and external states and surroundings.

SAMPLE

SAMPLE



SAMPLE

THE **BetterMe**  
PROJECT