



Wise Me

**How to stop doing
dumb stuff!**

Teacher Guide



THE **BetterMe**
PROJECT

THIS IS A PART SAMPLE OF A
UNIT TEACHER GUIDE. IF YOU
CONTACT US AND ARE
INTERESTED IN PURCHASING WE
WILL HAPPILY PREVIEW THE
ENTIRE WORKBOOK WITH YOU!

Contact us on:
info@better-me-project.com

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How to stop doing dumb stuff!

UNDERSTAND

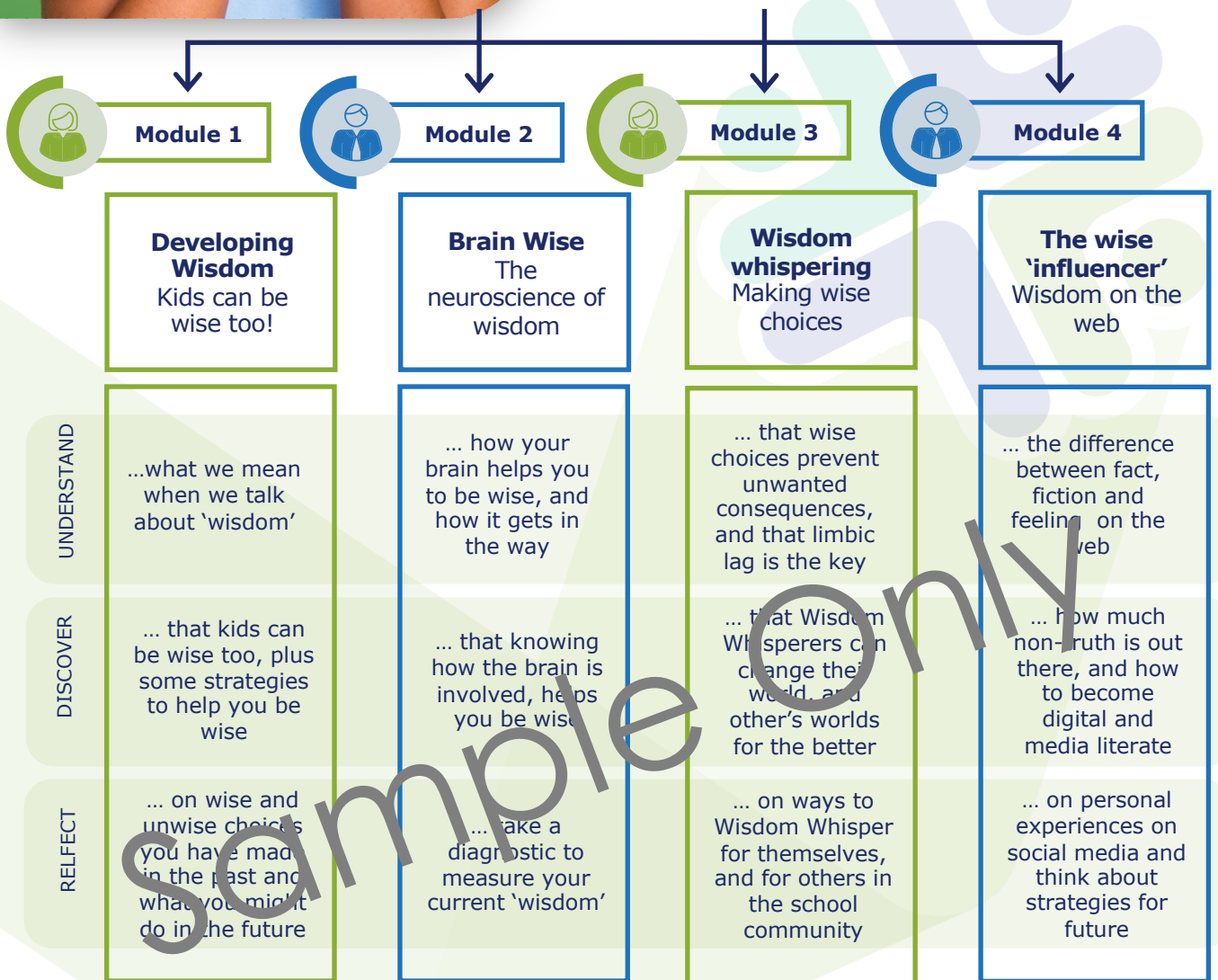
... how the brain helps you to be wise, and how it can interfere with the choices and decisions you make.

DISCOVER

... strategies to proactively develop wisdom in your brain.

REFLECT

... on the things in your world that are challenging your ability to be wise and experimenting with strategies to build wisdom.



Memes: Wise or Wacky / Choice = Consequence

AARMA focus: AWARENESS, REGULATION and ACCOUNTABILITY



ASSESS/
ADJUST

WANT

... the content and the flow. How many lessons do you have and how long? How responsive, open and trusting is your class? What kinds of activities will best get them talking, thinking and interacting? What other priorities in terms of 'reading', 'writing' and 'thinking' are priority for your school that should be considered and/or integrated when facilitating this program?

... what do you want for the students from each lesson, module and unit? Is there anything specific that aligns with your school's focus that you can weave in? What does your school's Program Manager want as an outcome?

EXPLORE

... creative ways to deliver the content and build trust with your class. Think about your personal experience with the topic? Do you have some stories to tell that will help the students see you as 'human'?

Think also about groupings, discussion groups etc. and how you will proactively put the right students together or mix things up over the course of the unit.

Take the time to read some of the extension articles and other resources on the BETTER ME TEACHER SUPPORT PORTAL. This will help you to show up like an 'expert' in the room and contribute to the discussions. It will also help you to ask powerful, curious 'thinking' questions of the students.

Make sure you are confident in explaining and linking the unit content to the AARMA Framework!

See the BETTER ME TEACHER SUPPORT PORTAL for guidance on the AARMA framework

The Human AARMA protecting me and others from the 'tyranny of human'!





About this guide ...

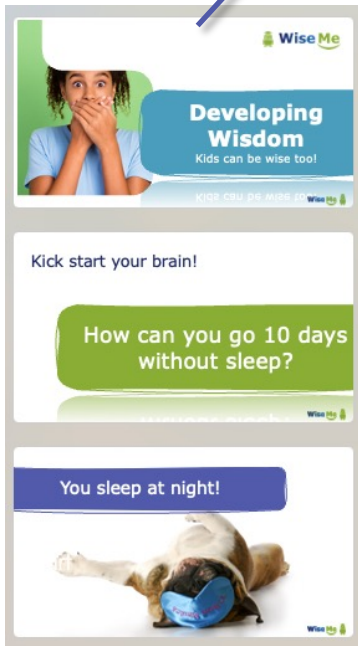
It is a guide only.

There are no specific lesson timings so you can choose how you wish to use the material and facilitate the learning for your students.

Slides relevant to the notes

Activities or information in student workbook

Tips and suggestions

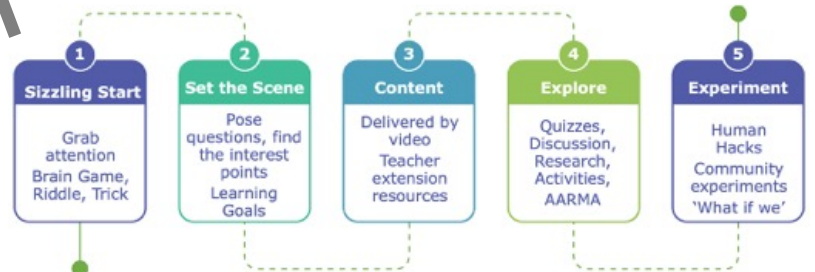


Additional notes or information for teachers

Focus and questions	Teacher Tips
<p>THE RIDDLE</p> <p>Quick debrief</p> <p>What did your brain do?</p> <p>How did it get tricked (if it was)?</p> <p>Key message</p> <p>Your brain has to decide whether to operate with SPEED or with ACCURACY. Speed is fast but more error prone, careful decisions and thought take longer – and humans are impatient.</p> <p><i>(The purpose of the Riddle at the start of the lesson/module is to stimulate engagement through novelty and fun and help settle and focus the students)</i></p>	<p>Move quickly through these first few slides to keep momentum.</p> <p>Questions you can ask to get the students thinking</p> <p>Activity specific content or messages</p>

WORKBOOK

Module structure



Reflect, Connect, Expect

All modules are structured as per the framework noted here and are colour coded throughout this guidance document. Note that if your school subscribes to the *Explicit Instruction Teaching Model* – you can see that this structure aligns well.

Wise Me



Module 1

Developing Wisdom

Kids can be wise too!

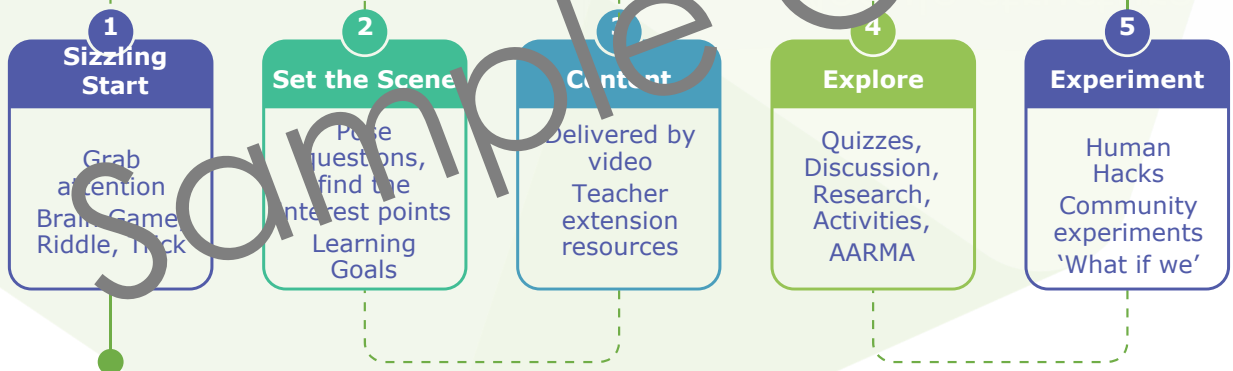
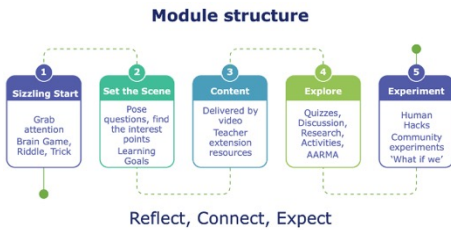
Sizzling Start

Entering the learning space

Think about how you will enter the students into the room each lesson in new and novel ways. You could:

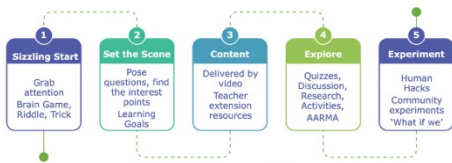
- Have each student take a **wisdom cookie** (or folded up paper) from a box, each with a Wise Quote on it and share. Ask a few students to share (possible speed date activity) and see if the class identifies the quotes as pieces of 'wisdom'.
- If you are planning to put students into **groups** you could give them a name tag as they enter with a coloured sticker on it and use the colours later to group. Or have them select colour disks or lollies!
- You can have students **line up in birthday date**, then count off into groups and have those groups for the entire unit or module. A great way to build cross-friendship group trust!
- Plan your **'content', 'cognitive', and 'connection' questions** for the exercises so that you really get students 'thinking and reflecting' in ways that are useful for them as developing humans. We have provided plenty of ideas for you to use throughout this document. More information about these kinds of questions can be found in the Teacher Guidance section of the **BETTER ME TEACHER SUPPORT PORTAL**.
- Consider you or a student **setting an alarm** 10 minutes before the end of the lesson so that you can finish powerfully and purposefully.
- Be creative. Change it up! Remember, the **brain pays attention to novelty!**

Module structure



Reflect, Connect, Expect

Module structure



Reflect, Connect, Expect

Sizzling Start



Focus and questions	Teacher Tips
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INTRODUCTION TO THE BETTER ME PROJECT

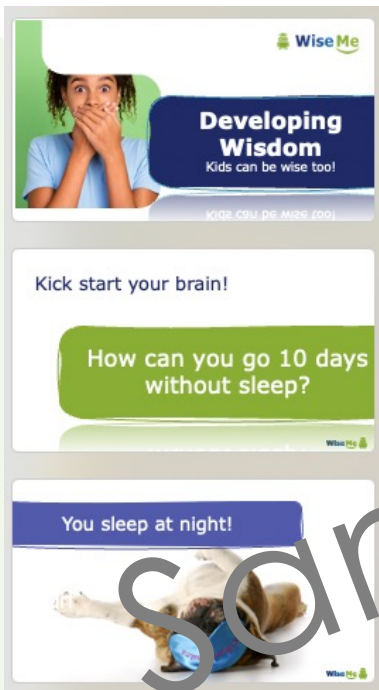
BETTER ME is a project to help you work toward creating a BETTER YOU over the course of your schooling.

(If this is the first time students have been exposed to the BETTER ME Project, you might like to play the introduction video – or play it again as a reminder from a previous year.)

It is important that students understand this is about developing their Human AARMA – to protect them and others in this crazy, challenging world because whilst humans are amazing, they can be quite hopeless too!

Key focus of the program:

Understanding how the human brain works and arming you with strategies to help you live a better life. When you are challenged you can put on your HUMAN AARMA!



Focus and questions	Teacher Tips
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THE RIDDLE

(The purpose of the RIDDLE at the start of the lesson is to stimulate engagement through novelty and fun and help settle and focus the students)

Quick debrief

What did your brain do?

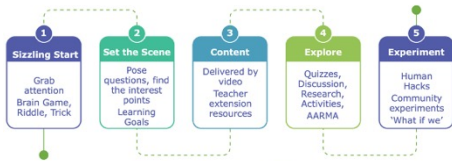
How did you get tricked (if it was)?

Key message

Your brain has to decide whether to operate with SPEED or with ACCURACY. Speed is fast but more error prone, careful decisions and thought take longer – and humans are impatient. This will become evident as we start to look at how your brain helps or hinders you being wise!

Move quickly through these first few slides. Their purpose is to focus and settle the students.

Module structure



Reflect, Connect, Expect



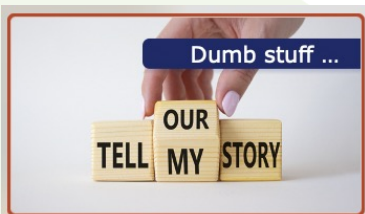
Set the Scene

sample only

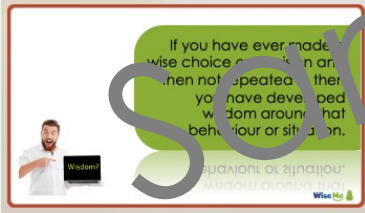
Focus and questions	Teacher Tips
<p>WISDOM</p> <p><i>(Find out what students already know and/or think about the concept of wisdom. Set them thinking and talking and hence, engaged)</i></p> <p>Example questions to ask</p> <p>What is wisdom?</p> <p>How do you get it?</p> <p>When have you made a wise decision or choice? What was the outcome?</p> <p>When have you done something you would consider unwise? What was the outcome?</p> <p>Have you ever repeated unwise decisions or choices?</p>	<p>Students will most likely start at the 'older people are wise' place. Let them go there then ask some great 'thinking' questions (meta-cognitive questions with no counter or judgement</p> <p><i>For example:</i> What makes you think that? Tell me more about your thinking on that. So what I'm hearing is that you think that ...</p>



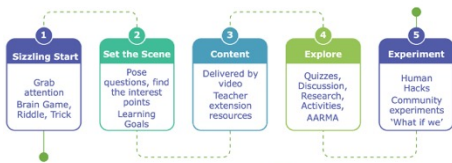
Focus and questions	Teacher Tips
<p>LEARNING OUTCOMES (on slide)</p> <p><i>(Explain what students will learn in this module.)</i></p>	



Focus and questions	Teacher Tips
<p>STORY TIME</p> <p>We all do dumb stuff i.e., make unwise choices or decisions. I remember when I ... <i>(share a story and encourage students to share stories).</i></p> <p>Did you learn from those experiences and make different choices? What I learned was ...?</p> <p>Key message (on slide)</p> <p>If you have ever made an UNWISE choice or decision and then NOT repeated it, then you have developed wisdom!</p>	<p>Great trust building time – get the students talking and sharing...</p> <p>Wisdom is essentially learning from your mistakes!</p>

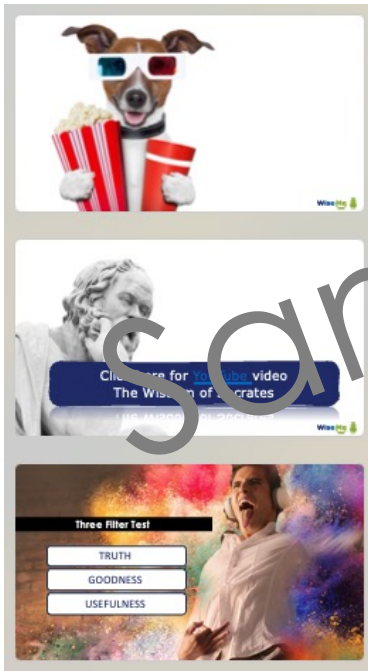


Module structure



Reflect, Connect, Expect

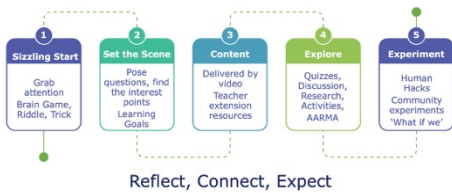
Content



Focus and questions	Teacher Tips
<p>VIDEO – THE WISDOM OF SOCRATES <i>(After the video students can fill in the three three filter test items in their workbook.)</i></p> <p>WORKBOOK</p> <p><i>NOTE: The script of the video is represented in the student workbooks as a newspaper article. In the event of no access to video, the students can read the article and use it to answer the QUIZ.</i></p>	<p>We want students to think about how they engage with information, how they accept it as truth without checking, how they inadvertently hurt others by not thinking about the consequences.</p>

Focus and questions	Teacher Tips
<p>DEBRIEF THE VIDEO using the questions on the slide, AND/OR in groups with the Discussion Card activity.</p> <p>Discussion questions (on slide): How was Socrates wise? What did he DO to be wise? How can you be wise like Socrates?</p> <p>Discussion questions (on slide): How would Socrates engage with today's social media? Is that different to how you engage with social media? How would you define 'wisdom' based on this story?</p> <p>Connect to AARMA (on slide): How was Socrates using ARRMA? <i>(see next page for guidance on this question)</i></p>	<p>KEY CONCEPTS Socrates focused on what was USEFUL not what was just INTERESTING and gossipy. He stopped to think about the consequences. He aimed to work with the TRUTH.</p> <p>On the next page you will find some more examples of powerful questions to ask and a group discussion extension exercise.</p>

Module structure



Reflect, Connect, Expect

Content



How Socrates was using his Human AARMA

Here's how the AARMA framework could relate to the Story of Socrates:

Awareness: Socrates shows awareness by recognising the potential impact of gossip. He doesn't accept the information at face value; instead, he is aware that unverified information could be harmful or misleading.

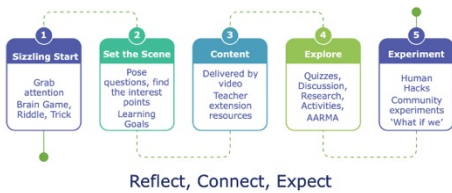
Acceptance: The concept of acceptance here is tied to accepting the responsibility of verifying information before spreading it. Socrates doesn't immediately accept what's being told to him without scrutiny. He also implicitly encourages the man to accept the possibility that spreading unverified information could be unethical. He also 'accepts' that for humans, gossip is interesting and fun to pass along, even if not a wise idea!

Regulation: Socrates demonstrates self-regulation by controlling the conversation and guiding it through a process that filters out unworthy information. This shows discipline in thought and speech, which is a form of emotional and mental regulation.

Motivation: The motivation for Socrates might be to maintain a truthful, positive, and useful way of showing up in the world. By refusing to engage in gossip, he promotes a culture of constructive and ethical communication. This could also serve as a lesson for his students to be motivated to seek the truth and think critically.

Accountability: Finally, Socrates' approach to the conversation holds both himself and the man accountable for the information they choose to spread. Socrates makes it clear that if something is not true, good, or useful, it should not be shared, thereby emphasizing the importance of personal accountability in communication.

Module structure



Content

The Wisdom of Socrates Group Discussion Activity



On the following pages are a series of Content, Cognitive and Connection questions you can use if you wish. On the **BETTER ME TEACHER SUPPORT PORTAL** you will find a set of Group Discussion cards you can print and use if you wish to separate the class into groups for some deeper reflection. **Each card has one Content, one Cognitive and one Connection question with some thought provokers.**

CONTENT Questions and Suggested Responses

What are the three filters that Socrates mentions in the story?

Expected Answer: The three filters are Truth, Goodness, and Usefulness.

Message: Highlight the wisdom of evaluating information critically before sharing, using these three criteria.

What was the acquaintance's reaction after each filter was applied?

Expected Answer: After the first filter, the man admitted he didn't know if the gossip was true. After the second, he acknowledged it was not something good. And after the third, he conceded that the information was not useful to Socrates.

Message: Emphasise the process of thinking about your own thinking and behaviour before acting, and the value of critically scrutinising information before you act on it.

Summarise why Socrates did not want to hear the information the acquaintance had to offer

Expected Answer: Socrates did not want to hear the information because it failed all three filters—it was neither confirmed as true, nor good, nor useful.

Message: Underline the moral of the story that unnecessary and unverified information should not be spread.

Module structure



Reflect, Connect, Expect

Content

The Wisdom of Socrates Group Discussion Activity

COGNITIVE Questions and Suggested Responses

Do you agree with the principles behind the Three Filter Test? Why or why not?

Expected Answer: Students should provide their own opinion, supported by reasoning, on the value of the Three Filter Test.

Message: Encourage students to develop and express their own viewpoints on ethical communication.

Can you think of a situation in your own life where the Three Filter Test could be applied?

Expected Answer: Students should reflect on personal experiences where they could apply the filters before sharing information.

Message: Foster a personal connection with the lesson, promoting ethical behaviour in daily life.

How does the Three Filter Test apply to our modern use of social media?

Expected Answer: Students might discuss the importance of fact-checking, the spread of misinformation, and the impact of sharing on social media.

Message: Highlight the relevance of Socratic wisdom in the digital age and responsible use of social platforms.

Module structure



Reflect, Connect, Expect

Content

The Wisdom of Socrates Group Discussion Activity

CONNECTION Questions and Suggested Responses

Reflect on a time when you passed along information without using these filters. How do you think the outcome might have been different if you had used the Three Filter Test?

Expected Answer: Students should describe a past situation and how applying the filters could have changed their actions and the outcome.

Message: Promote self-awareness and the potential benefits of reflective thinking in communication.

Why do you think the story of Socrates and the Three Filter Test has continued to be shared over time? What makes it resonate with people?

Expected Answer: Expect reflections on the timeless nature of wisdom, the universal relevance of ethical communication, or the enduring respect for Socrates as a philosopher.

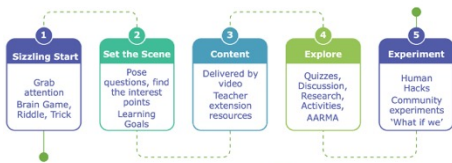
Message: Encourage appreciation for philosophical lessons that remain applicable across time.

What does this story teach you about the importance of critical thinking when it comes to communication?

Expected Answer: Students should connect the story to the broader concept of critical thinking, especially in discerning what information to share.

Message: Underscore the importance of critical thinking in evaluating and sharing information responsibly.

Module structure



Reflect, Connect, Expect

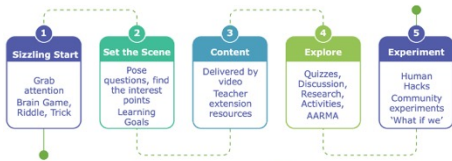


Content

Focus and questions	Teacher Tips
<p>INTRODUCE DEFINITION OF WISDOM</p> <p><i>(Introduce the definition of wisdom that we will use for this unit. Students can complete in their workbook.)</i></p> <p>Wisdom = Knowledge plus Experience plus Good Judgement</p> <p>Slide: Quote to confirm/reinforce key message ...</p> <p>“A famously wise old man in a village was once asked how he came by his wisdom. “I got it from my good judgement,” he answered.</p> <p>And where did his good judgement come from? “I got it from my bad judgement.”</p> <p>Discussion question</p> <p>What does that quote suggest?</p> <p>That wisdom is earned through the consequences of your ‘unwise’ decisions or choices. Wisdom is learned, and earned, not given.</p> <p><i>(Link to the AARMA Model)</i> You can become wise by being self-aware, self-regulated, self-motivated and self-accountable for your choices and actions.</p>	<p>Students record definition in student workbook.</p> <p>WORKBOOK</p> <p>There are many other definitions of wisdom. It might be fun to do a quick GOOGLE GAME and find five definitions and then combine what they like into one definition and share with the other groups.</p> <p>What themes emerge?</p>

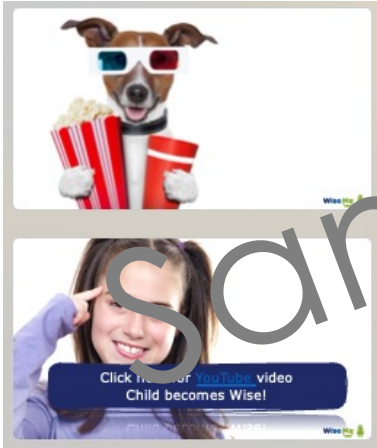
Notes/Ideas

Module structure



Reflect, Connect, Expect

Content

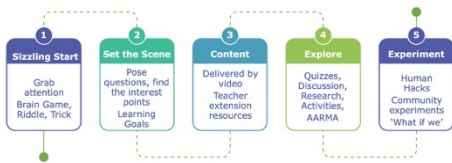


Focus and questions	Teacher Tips
<p>VIDEO – CHILD BECOMES WISE!</p> <p>THE VIDEO IS IN TWO PARTS – Press pause where indicated to allow students to process what has been said so far.</p> <p><i>(As you listen to the video yourself, what connections are you making? What is new for you? What did YOU like about the information – share that with students.)</i></p>	<p>The News article 'Child becomes wise' is the script from this video.</p>



Focus and questions	Teacher Tips
<p>QUIZ</p> <p>WORKBOOK</p> <p>In pairs or small groups, complete the video Quiz in the Student workbook or on your QUIZ platform.</p> <p><i>(Connect to the AARMA Framework, particularly AWARENESS and REGULATION (self-control))</i></p> <p><i>(The purpose of the Quiz after each video is to simply ensure that students picked up on the main ideas and content. Feel free though to take discussions deeper around any concepts or areas of interest to the students)</i></p> <p>Discussion questions (on slide)</p> <p>MEMO: Explanation not Excuse!</p> <p><i>(This is something you can keep linking back to in this module to help students make deeper connections around the content)</i></p>	<p>QUIZ Answers</p> <p>Q1: A Q2: C Q3: B Q4: B Q5: A Q6: C Q7: D</p>

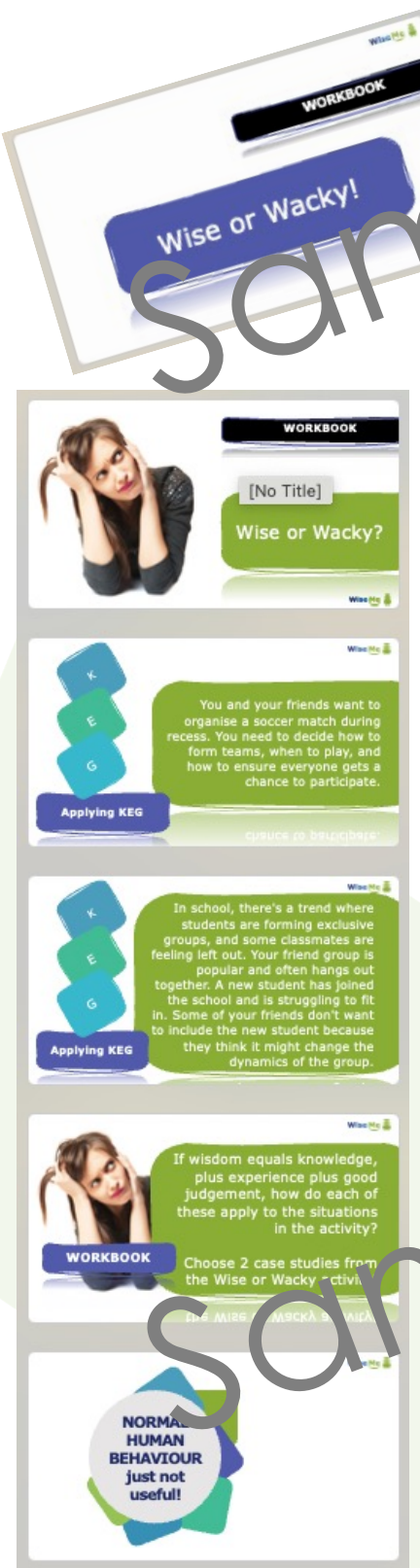
Module structure



Reflect, Connect, Expect

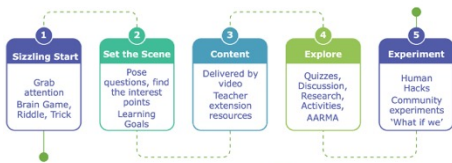
Exploration

Following are a series of activities to support students to explore the module concepts and key messages.



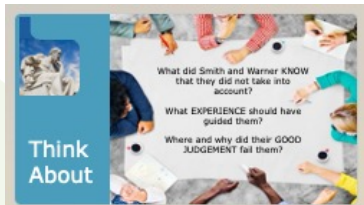
Focus and questions	Teacher Tips
<p>ACTIVITY: WISE OR WACKY</p> <p>Diagnostic style activity. WORKBOOK</p>	<p>Examples are fleshed out in the student workbook so students can 'see' what applying the KEG process looks like.</p>
<p>ACTIVITY: APPLYING KEG</p> <p><i>(After students complete the WISE or WACKY questionnaire, help them explore and apply the KEG concept.)</i></p>	<p>This could be done in plenary then have students write what they think or done in small groups or individually then share and compare.</p>
<p>MEME: Normal human behaviour – just not useful!</p> <p>Doing the 'wacky things are 'normal' for humans and particularly for teenagers they just aren't wise or useful!</p>	<p></p>

Module structure



Reflect, Connect, Expect

Exploration

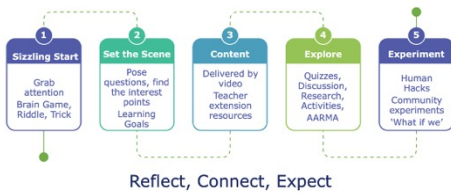


Sample Only

Sample Only

Focus and questions	Teacher Tips
<p>ACTIVITY: WISDOM FAILURE</p> <p>IN WORKBOOK WORKBOOK</p> <p>Read the article 'Wisdom Failure' in the workbook.</p> <p>Key message</p> <p>Big humans can be unwise too!</p> <p><i>(Discuss with the students how Steve Smith and David Warner DID NOT use KEG in their decision making.)</i></p> <p>Sample questions (on slides)</p> <p>What did Smith and Warner KNOW that they did not take into account?</p> <p>What EXPERIENCE should have guided them?</p> <p>Where and why did their GOOD JUDGEMENT fail them?</p> <p>What connections are you making about what happened and your own life experience?</p> <p>If Steve Smith and David Warner were faced with a similar circumstance in the future, what would their KEG now be?</p> <p>MEMO: Choices have consequences</p> <p>Wise people think carefully about the choices they make based on short and long term consequences.</p> <p>SEE NEXT PAGE FOR REFLECTION GUIDANCE.</p>	<p>SEE NEXT PAGE FOR guidance on responses to the discussion questions.</p> <p>There is a blank page in the Student Workbook if you want students to make notes.</p>

Module structure



Exploration

Wisdom Failure – debrief guidance

The incident highlights a failure in applying the 'KEG' model of wise decision-making:

1. Knowledge: Smith and Warner were well aware of the rules and the ethos of the game. Their decision to tamper with the ball was a blatant disregard of this knowledge.

2. Experience: As seasoned international players, they had faced numerous high-pressure situations. This experience should have equipped them to make ethical decisions under pressure.

3. Good judgement: The critical failure was in judgement. Despite their knowledge and experience, they chose a path that risked their careers and reputations. The underlying factors—whether peer pressure, a flawed team culture, or a win-at-all-costs mentality—demonstrate a significant lapse in judgement.

Conclusion

Smith and Warner's inability to stop and think through the consequences their choices would bring lead them to be 'unwise' and they had to be accountable for the longer term consequences of their decisions.

Reflection on Decision Making for Steve Smith and David Warner

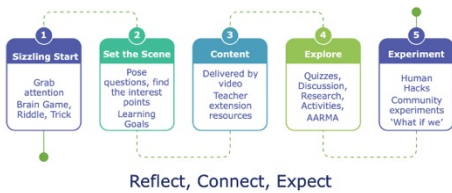
If Steve Smith and David Warner were faced with a similar situation now, having experienced the repercussions of their past failure, their application of the KEG (Knowledge, Experience, Good judgement) model would likely be significantly different:

Knowledge:

Before: They knew the rules against ball tampering but chose to ignore them.

After: Post-scandal, their understanding of the rules is now coupled with a deep awareness of the consequences of breaking them. This includes not only the direct penalties but also the damage to their personal reputations, the trust of their fans, and the integrity of the sport.

Module structure



Exploration

Wisdom Failure – debrief guidance

Experience:

Before: Their experience in high-pressure situations didn't translate into making ethical decisions.

After: The experience of going through the scandal, the public backlash, and the professional fallout has given them a new perspective. They've felt firsthand the consequences of unethical actions, both on a personal and professional level. This experience would now serve as a powerful reminder and deterrent against repeating such actions.

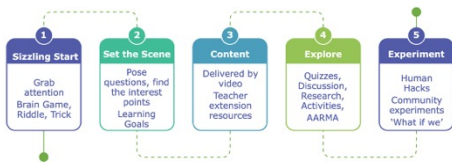
Good judgement:

Before: Their judgement was clouded, likely influenced by the desire to win at any cost.

After: Having been through the humbling process of public apology, bans, and the journey back to professional cricket, their capacity for good judgement in similar situations would likely be enhanced. They would be more likely to consider the ethical implications of their actions, understanding that the short-term gains of cheating do not outweigh the long-term consequences.

In essence, their KEG would now be informed by a hard-learned lesson. Their knowledge would be deepened by understanding the broader implications of their actions; their experience, enriched by personal growth and introspection; and their judgement, hopefully, refined to prioritise ethical decision-making and the spirit of the game over immediate success.

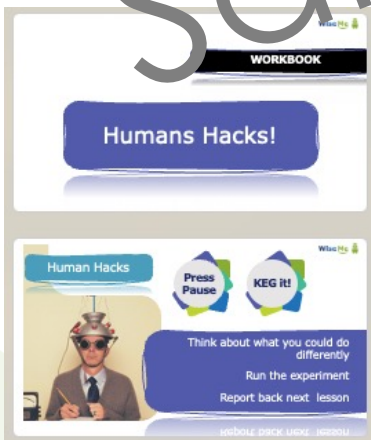
Module structure



Reflect, Connect, Expect

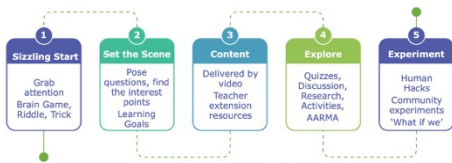
Experiment

Every module finishes with Human Hacks. These are ideas for the students to experiment with. You and the students can choose one or both, or you can create your own Human Hack or 'experiment'.



Focus and questions	Teacher Tips
<p>EXPERIMENT: PRESS PAUSE</p> <p>Students to experiment with 'pressing pause' in moments where they could make unwise choices. They might like to try using the KEG approach in those moments.</p> <p style="text-align: center;">WORKBOOK</p>	<p>Think of how you might remind students also i.e., in the daily notices.</p> <p>This is a good time to share with other teachers of the year level some of the language and memes being taught so they can be repeated or referred to in other classes.</p>
<p>EXPERIMENT: KEG IT</p> <p>Students to think about WHERE and HOW they might use KEG over the next week or so. You could explain that a great way to increase the likelihood of using KEG is to visualise it happening and 'practice' how you are going to respond. What words will you use? What will you do.</p> <p style="text-align: center;">WORKBOOK</p>	
<p>Student workbooks have a small area for reflective questions in preparation.</p>	

Module structure



Reflect, Connect, Expect

Reflect Connect Expect

Finishing the module powerfully is critical to the success of the program. Help students to REFLECT on their learning and experience and CONNECT the dots between what they have learned and what is important for them in their lives, and on how they might be impacting others. Help them to articulate what they should EXPECT from themselves and from others.

Focus and questions	Teacher Tips
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KEY MESSAGES FROM THE MODULE

share the key message with students and ask what others they would add. Help them make connections about their AHA moments from this module and what they should EXPECT from themselves and others going forward. How does this contribute to their journey to be a BETTER ME!

Sharing what you have learned will be powerful for the students and give them permission to do the same.

And finally, re-focusing students on the need to work on our Human AARMA in particular our AWARENESS – ability to be in the present so we can apply KEG, and our self-REGULATION or self-CONTROL, being courageous enough to make the wish choices and decisions.

EXIT SLIDES

Choose the slide you would like to use to wrap the module or use your own method for helping students to articulate their learning and next steps.

Sample Only



Sample Only



Wise Me

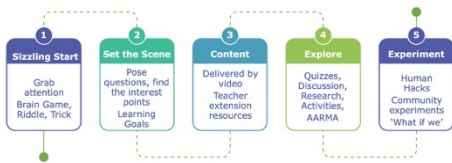


Module 2

Brain-Wise

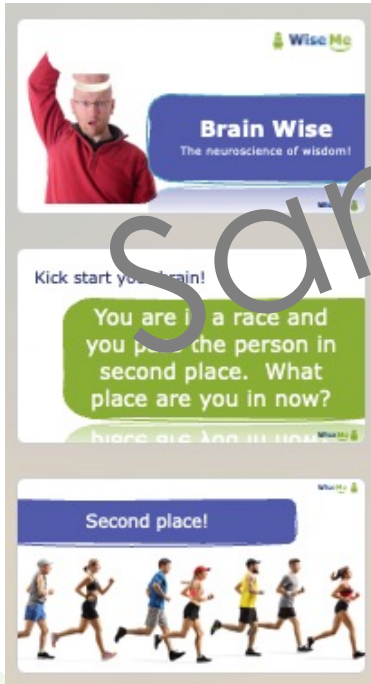
The neuroscience of wisdom

Module structure



Reflect, Connect, Expect

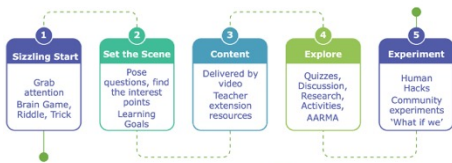
Sizzling Start



Focus and questions	Teacher Tips
<p>THE RIDDLE (on slide)</p> <p>Quick debrief</p> <p>What did your brain do?</p> <p>How did it get tricked (if it was)? Did it become 'wiser' since the last time we asked a riddle?</p> <p>Key message</p> <p>Your brain has the capacity to learn quickly through failure. If you didn't get the riddle last time, your brain might have been ready to look at it differently this time. It might take a few times doing this for your brain to stop and think differently.</p> <p>Remember, your brain will want to prioritise speed over accuracy.</p>	<p>Move quickly through these first few slides.</p> <p>Focus on the idea that when your brain repeats things, even repeating 'unknown' things like riddles, it learns to think more usefully when next confronted with a similar situation.</p>

Notes/Ideas

Module structure



Reflect, Connect, Expect

Set the Scene



Focus and questions

WISDOM – Topic reconnect

(Remember, the brain loves stories)

How did your thinking about 'wisdom' change or evolve after Module 1?

What are you now interested in understanding or figuring out about the concept of Wisdom?

WISDOM – Stories to tell

What stories of success or failure do you have to share since last lesson – how did the experiments with the Human Hacks go?

LEARNING OBJECTIVES – on slide

(Outline the learning objectives for this module)

PLAY Wisdom Bingo

Students each have a BINGO CARD and they circulate the room looking for someone else with the same statements. They can only cross off one statement with one other person at a time, that is, if they meet with someone and have two or more statements in common, they can only cross off one and the move to the next person.

Debrief questions (on slide)

What did you notice about the items on the BINGO CARD – what was the theme?

Learning through failure and making mistakes.

What do you think is the message coming through?

We have to make mistakes or 'fail' in order to truly learn.

What mistakes....?

(Encourage self-reflection and vulnerability and be vulnerable yourself with your own stories)

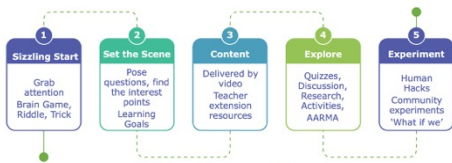
Teacher Tips

Re-connect with the topic and highlight the progress in their thinking to date. How has YOUR thinking about kids being 'wise' shifted - as an adult?

Have a story of success or failure around the Human Hacks from Module 1 or 'wisdom' in general to share.

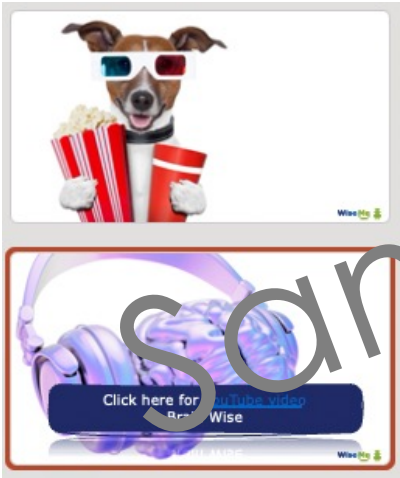
You can download the Wisdom Bingo cards and instructions from the BETTER ME Teacher Support Portal.

Module structure

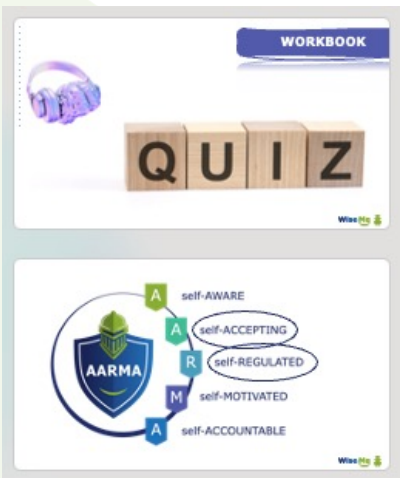


Reflect, Connect, Expect

Content



Focus and questions	Teacher Tips
<p>You can say ... In this module we will explore, from a neuroscience perspective, why experiencing failure is important for developing wisdom, and how your brain gets in the way of developing wisdom, and how to take control of your brain so you can 'become wise'.</p> <p>VIDEO – BRAIN WISE</p> <p><i>(NOTE: The script of the video is represented in the student workbooks as a newspaper article. In the event of no access to video, the students can read the article.)</i></p>	<p>As you listen to the video yourself, what connections are you making? What is new for you? What did YOU like about the information – share that with students.</p> <p><i>Press Pause any time during the video to make sure students are getting the key messages.</i></p>



Focus and questions	Teacher Tips
<p>QUIZ</p> <p>WORKBOOK</p> <p><i>(In pairs or small groups, complete the video Quiz in the Student)</i></p> <p><i>(Connect to the AARMA Framework, particularly AWARENESS and REGULATION (self-control) and ACCOUNTABLE for the consequences of the decisions and choices you make.)</i></p> <p><i>(The purpose of the Quiz after each video is to simply ensure that students have understood and heard the main ideas and content. Feel free though to take discussions deeper around any concepts or areas of interest to the students. The subsequent activities are designed to go deeper)</i></p>	<p>This could be done in plenary then have students write what they think or done in small groups or individually then share and compare.</p> <p>Answers</p> <p>Q1: B Q2: D Q3: C Q4: B Q5: B Q6: B Q7: C Q8: B Q9: A Q10: B</p>

Module structure



Reflect, Connect, Expect

Content



Focus and questions

Teacher Tips

THE NEUROSCIENCE

(Take a moment to help students understand the neuroscience of wisdom in the brain.)

On the next page are some content, cognitive and connection questions you could pose to the group for a deeper discussion.)

OPTIONAL: Group discussion activity with cards

(If you would like to do this in groups, we have created a set of cards you can print and handout to each group each with 3 questions for the group to reflect on and answer.)

Feel free to choose questions from the following pages of suggested questions and put on the slide instead of those that are there.

You will note that each card has one content, one cognitive and one connection questions. More information about these kinds of questions can be found on the BETTER ME TEACHER SUPPORT PORTAL)

After the card exercise do a 'speed date' exercise where group members share with other group members what they took away from the conversation that will encourage them to do things differently.

The group cards can be downloaded from the BETTER ME TEACHER SUPPORT PORTAL and further guidance is provided on the next few pages.

Sample Only

Module structure



Reflect, Connect, Expect

Content

Wisdom and the Brain More Discussion Questions

Content Questions and Suggested Responses

What is neuroplasticity and how does it relate to the development of wisdom in the brain?

Expected Answer: Neuroplasticity is the brain's ability to reorganise itself by forming new neural connections throughout life. It relates to wisdom by allowing the brain to adapt and learn from experiences.

Message: Emphasise the brain's adaptability and continuous growth potential.

According to the video/news article, what role do mistakes and failures play in the process of creating wisdom?

Expected Answer: Mistakes and failures are seen as opportunities for learning and growth. They allow the brain to create new pathways and learn to navigate life more skilfully.

Message: Reinforce the positive aspects of errors as learning experiences that contribute to personal development.

What does the video/news article suggest about the importance of listening to trustworthy sources for wisdom acquisition?

Expected Answer: Trustworthy sources provide guidance, help avoid pitfalls, and contribute wisdom without the need to make ALL the mistakes yourself!

Message: Highlight the value of mentorship and credible information in personal development.

Module structure



Reflect, Connect, Expect

Content

Wisdom and the Brain More Discussion Questions

Cognitive Questions and Suggested Responses

Do you agree that long-term thinking is crucial for making wise decisions? Why or why not?

Expected Answer: Answers will vary; look for reasoning that connects long-term consequences with the quality of current decisions.

Message: Encourage students to think critically about the impact of their decisions beyond the immediate moment.

How might the metaphor of a 'brain city' help us understand the way our brain adapts and learns? Can you think of any limitations to this metaphor?

Expected Answer: The metaphor helps visualise complex processes. Limitations may include oversimplifying brain functions or not accounting for biological elements.

Message: We use metaphors to aid understanding but also recognise their boundaries in accurately representing reality.

In what ways could the process of neuroplasticity influence the choices you make in your daily life?

Expected Answer: Knowledge of neuroplasticity might encourage making choices that challenge the brain, support learning, and avoid stagnation or developing non-useful habits.

Message: Promote active engagement with learning opportunities and conscious decision-making for personal growth.

Module structure



Reflect, Connect, Expect

Content

Wisdom and the Brain More Discussion Questions

Connection Questions and Suggested Responses

Reflect on a past experience where you made a mistake. How did that experience contribute to your 'wise brain' according to the principles of neuroplasticity discussed in the video/news article?

Expected Answer: Look for recognition of learning from past errors, changes in approach, or the development of resilience.

Message: Foster a growth mindset where students see the value in reflection and learning from past actions.

Consider the concept of 'learning on the go'. How does this idea affect your approach to new challenges and the way you process information?

Expected Answer: Encourage students to think about adaptability, openness to new experiences, and active learning.

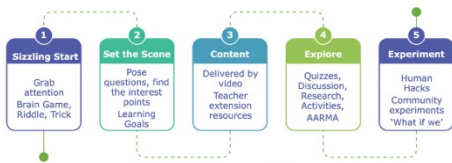
Message: Stress the importance of being receptive to learning at all times and using experiences as educational opportunities.

Think about a decision you'll need to make soon. How can you apply the principles of wisdom mentioned in the text to make a choice that will benefit your 'future self'?

Expected Answer: Answers should relate to considering long-term effects, aligning with values (what is important to you), and the potential impact on future circumstances.

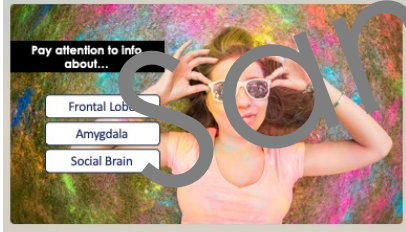
Message: Guide students towards introspection and forward-thinking in their decision-making processes.

Module structure



Reflect, Connect, Expect

Content



Focus and questions	Teacher Tips
<p>VIDEO – WISDOM WOES</p> <p>BEFORE YOU START THE VIDEO</p> <p>Prime the students ...</p> <p>to be on the lookout for three concepts about the brain and wisdom – the Pre-frontal Cortex, the Amygdala and their Social Brain. Write these up on the board or get them to write these down and be on the lookout.</p> <p>You can say ... in the last video we looked at the science of wisdom in the brain. In this video we start to look at the things that can interfere with wise decision-making.</p>	<p>As you listen to the video yourself, what connections are you making?</p> <p>What is new for you?</p> <p>What did YOU like about the information – share that with students.</p>

WORKBOOK

My [] is not fully formed so has difficulty in REGULATING my emotions!

WORKBOOK

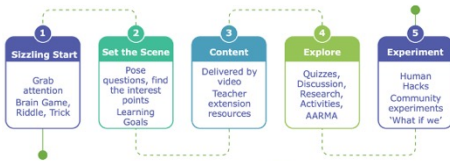
My [] hard to be AWARE and think things through. It's impulsive and un-regulated!

WORKBOOK

My [] prizes 'being a part of a gang or friends' over sensible decisions!

Focus and questions	Teacher Tips
<p>DEBRIEF THE VIDEO</p> <p>WORKBOOK</p> <p>In the workbook, students can identify which part of the brain can interfere with good decision-making and how it does that. They can fill in the gaps in the workbook.</p> <p>Pre-frontal cortex Amygdala Social brain</p>	<p>The answers reveal themselves on the slides.</p>

Module structure



Reflect, Connect, Expect

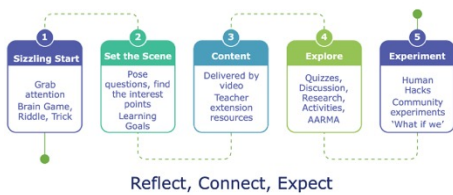
Content



Focus and questions	Teacher Tips
<p>Activity: GOOGLE GAMES <i>(A continuation of the debrief of the Wisdom Woes video)</i></p> <p>Individual or group research ... about the three concepts about the brain and wisdom – the Pre-frontal Cortex, the Amygdala and their Social Brain.</p> <p style="text-align: center;">WORKBOOK</p> <p>MEME: EXPLANATION NOT EXCUSE Remember that what we are exploring and learning helps us to 'explain' certain behaviour, but it can't be used as an 'excuse' for poor behaviour or unwise choices.</p>	<p>Research topics are in the workbook. Students could also define their own research topics of interest.</p> <p>Expected responses from this activity with key messages to discuss are on the following pages.</p>

Sample Only

Module structure



Content

Question 1: Role of the Amygdala in decision making

Expected responses/key messages

Expected responses from student research:

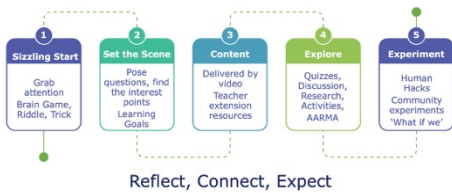
- 1. Role of the Amygdala:** Students might explain that the amygdala is a part of the brain involved in emotional processing, especially fear and pleasure. It's crucial for survival instincts and quick emotional reactions.
- 2. Amygdala in Decision Making:** The amygdala plays a role in decision-making by influencing emotional responses. Students could discuss how this might affect their choices, especially when they are under stress or feeling strong emotions.
- 3. Usefulness of the Amygdala:** Answers could include its role in quickly identifying threats (fight, flight, freeze or appease response) and helping in making rapid decisions in dangerous situations.
- 4. Interference by the Amygdala:** Students might explain how the amygdala can interfere in situations where a calm, rational decision is needed. For example, when the amygdala overreacts to a non-threatening situation, it can lead to impulsive, fear-based decisions.
- 5. Balancing Emotional and Rational Thinking:** Discussing how to balance the instinctive responses from the amygdala with more reasoned thinking from other parts of the brain, like the prefrontal cortex.

**Note that amygdala is singular and plural – there are two in the brain – one in each brain hemisphere – but also referred to as a paired structure called the Amygdala.*

Key Messages

- 1. Understanding the Amygdala:** Emphasise the amygdala's role in emotional processing and its evolutionary purpose in survival situations.
- 2. Teenage Brain Development:** Highlight that in adolescents, the prefrontal cortex, responsible for rational thinking and decision-making, is still developing. This can lead to a greater influence of the amygdala in their decision-making process but now is a great time to develop its power for the future.
- 3. Fight or Flight Response:** Discuss how the amygdala is responsible for the fight, flight, freeze, appease response and how this can be both beneficial in actual dangerous situations and a hindrance in everyday decision-making.
- 4. Emotional Responses and Decision-Making:** Explore how emotional responses, governed by the amygdala, can sometimes lead to impulsive or irrational decisions, especially under stress.
- 5. Teaching Emotional Regulation:** Focus on strategies to regulate emotions, such as mindfulness, deep breathing, or pausing before reacting, to mitigate the amygdala's influence.
- 6. Real-life Scenarios:** Use real-life scenarios or case studies to illustrate how the amygdala's response might impact decision-making in both positive and negative ways.
- 7. Critical Thinking and Emotional Intelligence:** Encourage the development of both critical thinking and emotional intelligence to balance the amygdala's instinctive responses.
- 8. Impact of Stress and Anxiety:** Discuss how stress and anxiety can amplify the amygdala's influence and strategies to manage these feelings.
- 9. Encourage Self-awareness:** Help students become more aware of their emotional responses and how these might influence their decisions.
- 10. Creating a Safe Learning Environment:** Ensure that the classroom is a safe space for discussing emotions and decision-making without judgement, fostering openness and trust.

Module structure



Content

Question 2: The Adolescent Brain

Expected responses and key messages

Expected responses from student research:

Rapid Brain Development: The adolescent brain is still developing, with significant changes occurring in both structure and function. This period is crucial for learning and cognitive growth. Adolescence is also one of the few times in our human growth and maturation where the brain can learn quickly and deeply and make new connections really fast!

Prefrontal Cortex Maturation: The prefrontal cortex, responsible for decision-making, planning, and impulse control, is one of the last brain areas to fully develop. This explains why teenagers might struggle with self-control and long-term planning.

Increased Risk-Taking: Adolescents are more likely to engage in risk-taking behaviours. This is partly due to an underdeveloped prefrontal cortex and a heightened response to rewards in the brain.

Emotional Intensity: Teenagers often experience emotions more intensely due to ongoing brain development. This can lead to mood swings and emotional reactions that seem disproportionate to adults.

Importance of Sleep: The adolescent brain requires a lot of sleep for optimal functioning and development. Sleep patterns often shift during adolescence, leading to later bedtimes and wake times.

Social Development: The adolescent brain is highly attuned to social interactions and peer influence. This period is critical for developing social skills and understanding complex social dynamics.

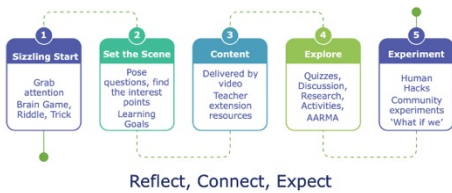
Learning and Memory: Adolescence is a prime time for learning. The brain's plasticity during this period makes it an excellent time for acquiring new skills and information.

Stress Vulnerability: Adolescents are particularly sensitive to stress, which can impact brain development and mental health. Understanding how to manage stress is crucial during this time.

Impact of Technology: The adolescent brain is highly susceptible to the effects of technology, including social media. Balancing technology use with offline activities is important for healthy brain development.

Nutrition and Exercise: Good nutrition and regular exercise are vital for a healthy developing brain. They can improve cognitive function, mood, and overall physical health.

Module structure



Content

Question 3: The Social Brain

Expected responses and key messages

Expected responses from student research:

Importance of a Social Brain: Students might discover that the social brain is important for forming relationships, understanding others, and functioning in a society. Without it, communication and empathy would be severely limited.

Consequences of Not Having a Social Brain: They could discuss that without a social brain, individuals would struggle with social interactions, leading to isolation, misunderstanding, and difficulty in forming meaningful and respectful relationships.

Peer Influence: Students might acknowledge that their social brain makes them more susceptible to peer pressure and the desire to fit in, sometimes leading to unwise choices like engaging in risky behaviours.

Group Conformity: They could recognise that the need for social acceptance can lead to conforming with group norms even when they conflict with personal values or common sense.

Prioritising Peer Relationships: Responses might include acknowledging the tendency to prioritise friendships over other important aspects of life, such as family or academic responsibilities.

Impulsive Decisions for Social Rewards: Students might admit to making impulsive decisions for immediate social rewards, overlooking long-term consequences.

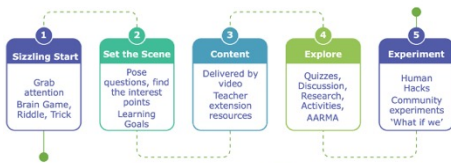
Emotional Influence of Peers: They could discuss how being influenced by peers' emotions and behaviours can sometimes lead to unwise actions.

Rebellion and Authority Challenges: Responses might include understanding the natural (but not useful) questioning of authority figures due to the developing social brain, which can sometimes manifest in unwise behaviour.

Negative Aspects of Social Media: Students might recognise the influence of social media on their decision-making and the potential for unwise choices related to privacy, self-image, and time management.

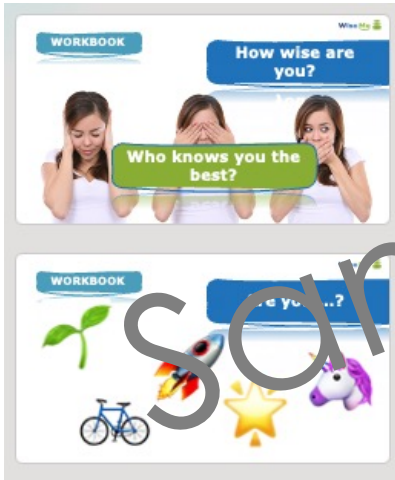
Balancing Social Brain Influences: They could express the need to balance the influences of the social brain with individual values and long-term thinking.

Module structure



Reflect, Connect, Expect

Content



Focus and questions

Activity: HOW WISE ARE YOU?

Complete the Wisdom Diagnostic in the student workbook.

WORKBOOK

After completing the diagnostic, students can calculate their 'score'. It is important to remember that you are a 'masterpiece in the making' and this activity is great to see how you are going, not necessarily to compare with others (though you will naturally do that!!).

Ask students to think about how others would answer the questions about them. Would that be different to their initial answers.

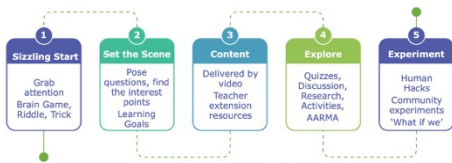
(If you'd like students to complete the diagnostic a second time, or have someone complete the diagnostic on their behalf, you can download and print a copy from the BETTER ME TEACHER SUPPORT PORTAL.)

Teacher Tips

You can ask students to have someone else complete the diagnostic about the student. This could be done by someone who knows them well to make the point that what we think about ourselves is not necessarily what others see and experience.

Sample Only

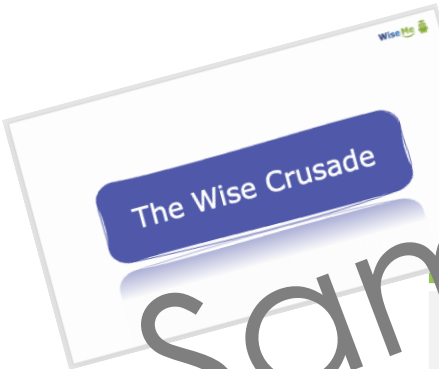
Module structure



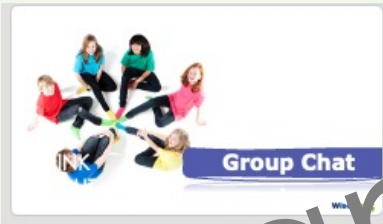
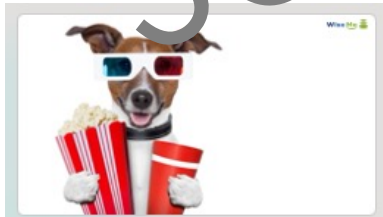
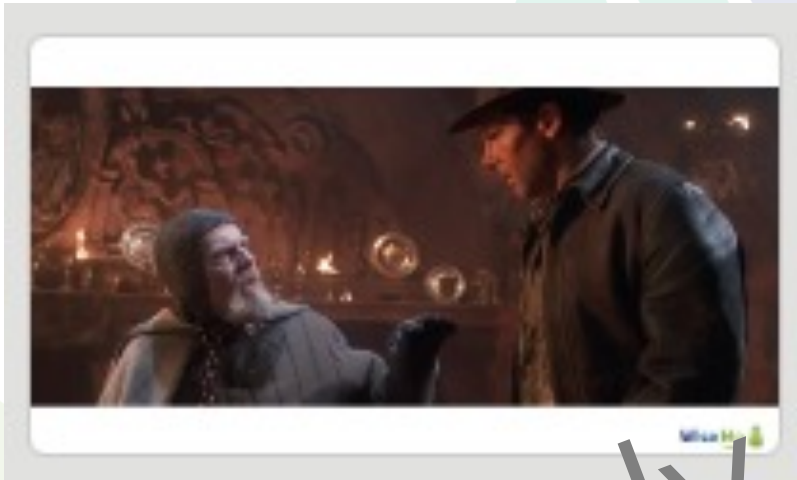
Reflect, Connect, Expect

Exploration

Following are a series of activities to support students to explore the module concepts and key messages.

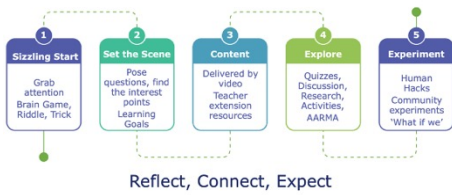


Focus and questions	Teacher Tips
<p>ACTIVITY: THE WISE CRUSADE</p> <p>Students watch an excerpt from Indiana Jones and the Last Crusade and unpack the Wise and Unwise decisions made by the characters . Links are made to the KEG Framework.</p>	<p>We have provided a 5 minute version. There are shorter versions on the web if you search.</p>



Focus and questions	Teacher Tips
<p>WISE CRUSADE GROUP DISCUSSION</p> <p>Discussion Cards</p> <p>Discussion questions for the group.</p> <p>Taking time to check out some of the Readings and Articles on the BETTER ME TEACHER SUPPORT PORTAL will help you to contribute as an 'expert' to the discussion.</p>	<p>Set up for the activity and guidance on responses is on the next few pages.</p>

Module structure



Exploration

Indiana Jones and the Wise Crusade

SET UP SYNOPSIS TO READ TO STUDENTS

In the big final scene of the movie "Indiana Jones and the Last Crusade," Indiana Jones, along with the bad guys Elsa and Walter, finally find themselves in a cave looking for the Holy Grail. This Grail is a special cup that, according to stories, was used by Jesus at his last meal. It's said to have magic powers that can give someone forever youth, happiness, and lots of good stuff. The person who gets this super important cup will be really powerful, and the bad guys, the Nazis, want it for evil reasons.

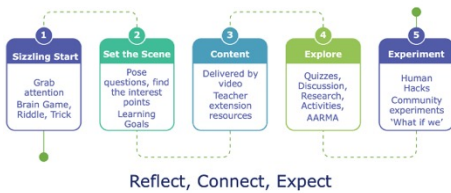
In the cave, there's an old Knight who's been guarding the Grail. He's standing in front of a big shelf with lots of different cups - some are really fancy, and others are simple. One of these cups is the real Holy Grail. The Knight warns them, saying 'if you pick the right cup, you'll live, but if you pick the wrong one, you'll die'.

The bad guys are the first to choose. Elsa, with stars in her eyes, picks a really fancy cup and gives it to Walter. He thinks it's definitely the cup of a king, drinks water from it, and hopes for eternal life. But suddenly, he starts shaking and coughing, and instead of becoming young, he ages super fast and turns to dust. The Knight says, "He chose poorly."

Then it's Indy's turn. He thinks hard, knowing that the cup should be simple, like one a carpenter would use. He ignores the fancy cups and picks a plain one from the back. To see if it's the right one, he drinks water from it, and nothing bad happens.

The Knight tells Indy, "You have chosen wisely."

Module structure



Exploration

Indiana Jones and the Wise Crusade

STUDENT QUESTIONS AND RESPONSES

Who chose poorly?

Elsa and Walter. Both chose poorly. Elsa, driven by her greed and ambition, selects a fancy, gem-encrusted cup she believes to be the Grail. Walter, influenced by his desire for power and perhaps a degree of naivety or ignorance, hastily drinks from the cup Elsa hands him.

What decision-making process (and brain functionality) drove them to make this decision?

Their decisions were likely driven by the emotional and reward centres of the brain, particularly the amygdala (associated with emotional responses) and the nucleus accumbens (involved in the processing of rewards and pleasures). Their choices were impulsive, influenced by surface-level appeal (the shiny, ornate cup) rather than rational analysis or deeper understanding. They didn't think it through but rather chose based on emotion.

Who chose wisely?

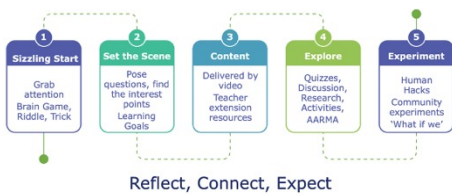
Indiana Jones (Indy): He chooses wisely by selecting a simple, unadorned cup, which turns out to be the true Grail.

What decision-making process (and brain functionality) drove them to make this decision?

Indy's decision was likely driven by the prefrontal cortex, the part of the brain responsible for complex cognitive behaviour, personality expression, decision making, and moderating social behaviour. This indicates a more rational, analytical approach to decision-making. He remembers the nature of Jesus as a carpenter and reasons that a simple cup would be more fitting for his character, showing a deeper understanding and critical thinking.

Continue over ...

Module structure



Exploration

Indiana Jones and the Wise Crusade

STUDENT QUESTIONS AND RESPONSES

5. How did Indy use the KEG Framework to make the wise choice that he did?

Indiana Jones' decision-making in choosing the Holy Grail can be broken down according to the KEG model as follows:

Knowledge:

Indy possessed a vast amount of historical knowledge, not only as an archaeologist but also from his father, who was deeply involved in the study of the Grail lore. This knowledge base likely included understanding the historical context of the Grail, the time period in which it was used, and the socio-economic status of Jesus and his followers. He used this knowledge to deduce that the true Grail would not be a cup that would stand out with opulence.

Experience and Empathy:

Experience: Indy's extensive field experience as an archaeologist had taught him to look beyond the obvious and to question surface appearances. This experience with ancient artifacts gave him the insight to suspect that the true Grail would be more understated.

Empathy: By empathising with the historical figure of Jesus, Indy was able to understand that the cup of a carpenter would likely be simple and unadorned. His ability to empathise with the historical context allowed him to see beyond the glittering false choices.

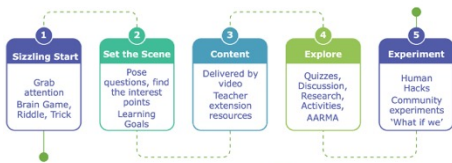
Good judgement:

Indy's good judgement came into play when he considered all possible options and remembered the knight's warning to "choose wisely." This was a cue for him to think critically and not just impulsively grab the most attractive cup. His good judgement was also reflected in his ability to resist the temptation that ensnared the other characters; he was not swayed by the grandeur or the potential for personal gain. In essence, Indy's choice was a culmination of his accumulated knowledge, his experiential learning, his empathetic connection to the past, and his ability to use good judgement when it mattered most. These elements of the KEG model interacted seamlessly to guide him to the wise decision of choosing the plain, unassuming cup as the true Holy Grail.

IN CONCLUSION

In conclusion, Elsa and Walter's decisions were driven by emotional and impulsive reactions, focusing on immediate reward and appearance. In contrast, Indy's choice was more thoughtful and analytical, considering historical context and rational deduction. This scene vividly demonstrates how different decision-making processes can lead to vastly different outcomes.

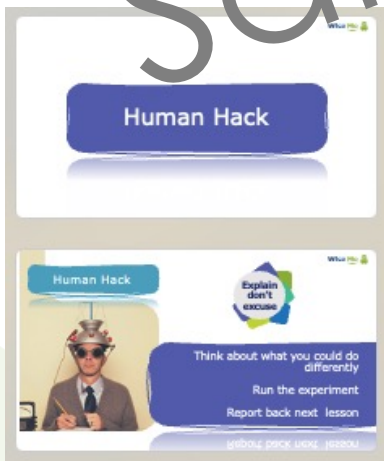
Module structure



Reflect, Connect, Expect

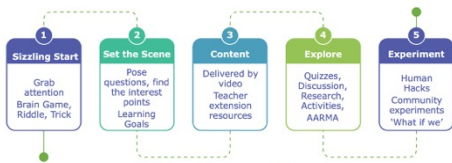
Experiment

Every module finishes with Human Hacks. These are ideas for the students to experiment with. You and the students can choose one or both, or you can create your own Human Hack or 'experiment'.



Focus and questions	Teacher Tips
<p>EXPERIMENT: EXPLAIN DON'T EXCUSE</p> <p style="text-align: right;">WORKBOOK</p> <p><i>(Students to experiment with the EXPLANATION NOT EXCUSE meme. It is important that other teachers in the school are aware as if students find themselves in disciplinary situation, they should be encouraged to talk through the brain explanation then understand that their choices have consequences. Perhaps they could be give the opportunity in appropriate circumstances to 'make up for their mistake')</i></p> <p><i>(Student workbooks have a small area for reflective questions in preparation.)</i></p>	<p>This is a good time to share with other teachers of the year level some of the language and memes being taught so they can be repeated or referred to in other classes.</p>

Module structure



Reflect, Connect, Expect

Reflect Connect Expect

Key messages

Making mistakes is part of growing and developing a wise brain, but it's explanation and an opportunity, not an excuse!

Humans have an amazing brain that can do great stuff, but it can get in the way too!

You are at a great age to develop wisdom while your brain is growing and developing.

REFLECT . CONNECT . EXPECT

REFLECTING TO STRENGTHEN MY NEURAL CONNECTIONS

R C E

REFLECT What have I done that I regretted? What mistakes did I make? How do I feel about that?

CONNECT How does what I learned connect or link to my real life?

EXPECT What should I consider that I expect? What will be the benefit if I determine a better way to do things?

GLEAN

REFLECTING TO STRENGTHEN MY NEURAL CONNECTIONS

G L E A N

GRATITUDE What are I grateful for? How do I feel about that? How does it connect to my real life?

LEARN What are my big takeaways from this? How do I feel about that?

EMOTION How does it feel? What feelings did I have? How do I feel about that?

ACHIEVEMENT What did I do that I am proud of? How does it connect to my real life? How do I feel about that?

NEXT What is my next step or goal? What might I expect and what will I do to get there?

TRIFECTA

REFLECTING TO STRENGTHEN MY NEURAL CONNECTIONS

N N N

NEW THINKING What is my new thinking? How do I feel about that? How does it connect to my real life?

NEXT STEPS What action will I take? What will I expect and what will I do to get there?

NO EXCUSES What might stop me from taking this? How do I feel about that? How does it connect to my real life?

LEARN

REFLECTING TO STRENGTHEN MY NEURAL CONNECTIONS

L E A P N

LIKE What did I like about this? How do I feel about that? How does it connect to my real life?

EXPLANATION What does this mean? How do I feel about that? How does it connect to my real life?

AWARENESS What are my big takeaways from this? How do I feel about that?

MEMBER What do I need to remember? How do I feel about that? How does it connect to my real life?

NO EXCUSES What might stop me from taking this? How do I feel about that? How does it connect to my real life?

Brain Wise
The neuroscience of wisdom!

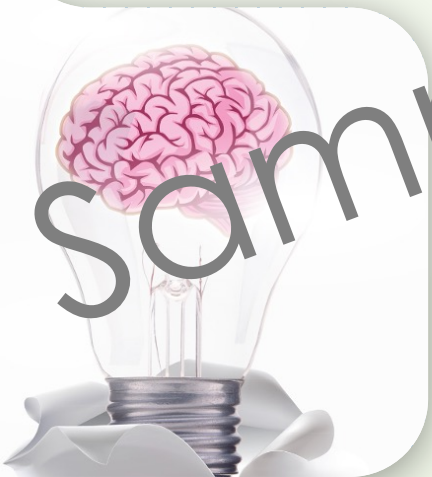
Finishing the module powerfully is critical to the success of the program. Help students to REFLECT on their learning and experience and CONNECT the dots between what they have learned and what is important for them in their lives, and on how they might be impacting others. Help them to articulate what they should EXPECT from themselves and from others.

Focus and questions	Teacher Tips
<p>KEY MESSAGES FROM THE MODULE</p> <p>share the key message with students and ask what others they would add. Help them make connections about their AHA moments from this module and what they should EXPECT from themselves and others going forward. How does this contribute to their journey to be a BETTER ME!</p> <p>And finally, re-focusing students on the need to work on our Human AARMA in particular our AWARENESS – ability to be in the present so we can apply KEG, and our self-REGULATION or self-CONTROL, being courageous enough to make the wise choices and decisions.</p> <p>EXIT SLIDES</p> <p>Choose the slide you would like to use to wrap the module or use your own method for helping students to articulate their learning and next steps.</p>	<p>Sharing what YOU have learned will be powerful for the students and give them permission to do the same.</p>

Sample Only



Sample Only



Sample Only



Sample Only



THE **BetterMe**
PROJECT