

Wise Me

SAMPLE PACK



THE **BetterMe**
PROJECT

www.better-me-project.com



How to stop doing dumb stuff!

UNDERSTAND

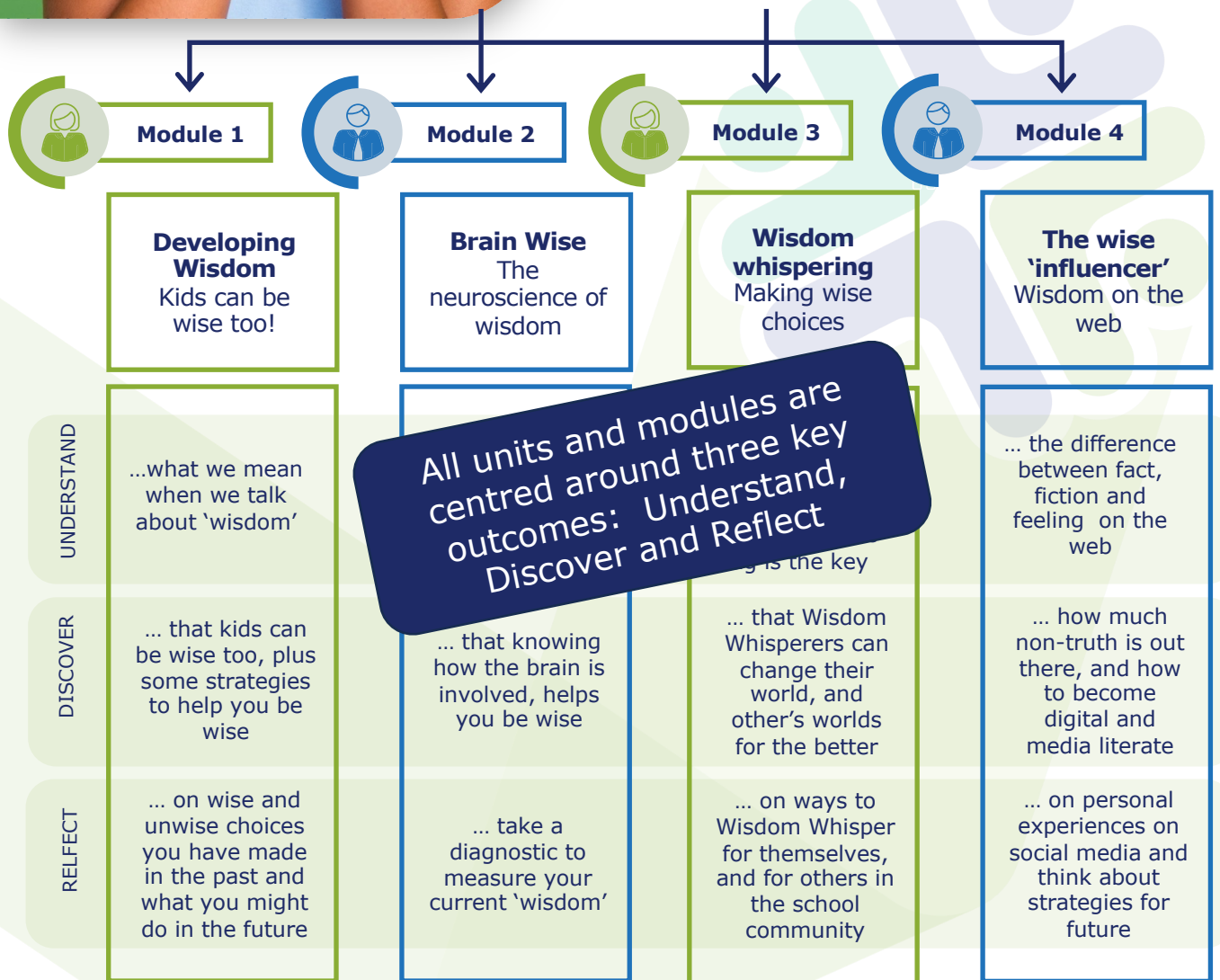
... how the brain helps you to be wise, and how it can interfere with the choices and decisions you make.

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.



All units and modules are centred around three key outcomes: Understand, Discover and Reflect

Memes: Wise or Wacky / Choice = Consequence

AARMA focus: AWARENESS, REGULATION and ACCOUNTABILITY



THIS IS A PART SAMPLE OF A
UNIT TEACHER GUIDE, STUDENT
WORKBOOK, PRESENTATION
SLIDES AND AN ACTIVITY. IF YOU
CONTACT US AND ARE
INTERESTED IN PURCHASING WE
WILL HAPPILY PREVIEW THE
ENTIRE PROGRAM MATERIALS
WITH YOU!

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

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Wise Me

**How to stop doing
dumb stuff!**

Teacher Guide



THE **BetterMe**
PROJECT



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. Think about some strategies that will engage students. Think also about being proactive in your course of action.

Teacher preparation is key to the success of the program. We provide online accreditation and guidance as well as detailed guidance in the **TEACHER GUIDE**.

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'!



self-AWARE

The AARMA framework is the foundation for all units. We want students to build their human AARMA so that they can navigate and be successful at school and in the 'real world'!

self-ACCOUNTABLE





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.

sample only

Slides relevant to the notes

Activities or information in student workbook

Tips and suggestions

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 engage students and help settle and focus them.)</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>

WORKBOOK

Additional notes or information for teachers

Units have a consistent and colour-coded structure that will help teachers navigate the program materials.

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.

Module structure



Reflect, Connect, Expect

Wise Me



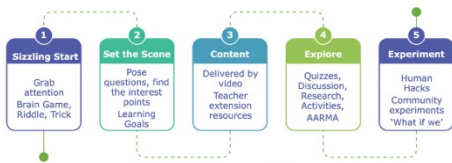
Sample Only

Module 1

Developing Wisdom

Kids can be wise too!

Module structure



Reflect, Connect, Expect

Sizzling Start



Focus and questions | Teacher Tips

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.

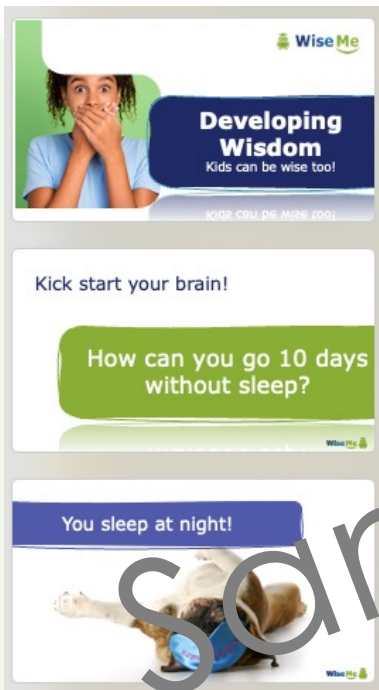
(If this is the first time students have been exposed to the BETTER ME Project, you might like to play the introduction video – or play it again as a reminder from a previous year.

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 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!

The teacher guide provides teachers with the connection between the slides, the content, the questions to stimulate student thinking, and teacher tips.



Focus and questions | Teacher Tips

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?

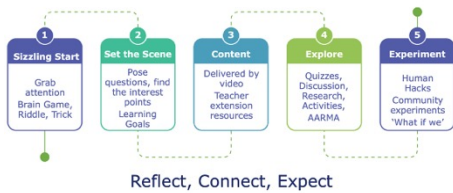
How did you get tricked (if it was)?

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

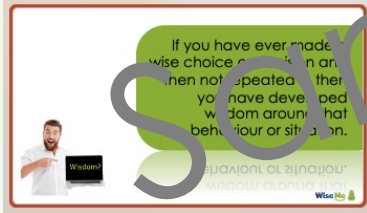
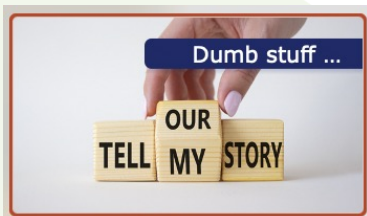


The quality of the teaching is in the quality of student engagement, driven by quality, meta-cognitive questioning. We provide teachers with examples of quality questions to ask – and as you will see on the next page – sample answers and key messages to elicit from students..

Focus and questions	Teacher Tips
<p>WISDOM <i>(Find out what students already know about the concept of wisdom through thinking and talking)</i></p> <p>Questions to ask</p> <ul style="list-style-type: none"> What is wisdom? How do you get it? When have you made a wise decision or choice? What was the outcome? When have you done something you would consider unwise? What was the outcome? Have you ever repeated unwise decisions or choices? 	<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>

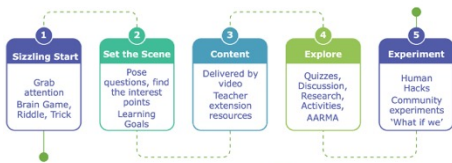


Focus and questions	Teacher Tips
<p>LEARNING OUTCOMES (on slide) <i>(Explain what students will learn in this module.)</i></p>	



Focus and questions	Teacher Tips
<p>STORY TIME 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) 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



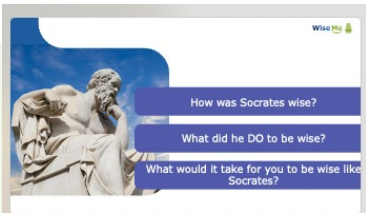
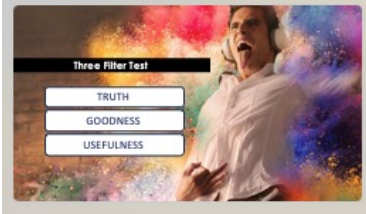
Reflect, Connect, Expect

Content

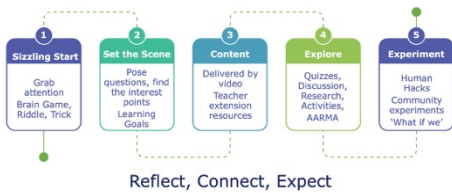
Focus and questions	Teacher Tips
<p>VIDEO – THE WISDOM OF SOCRATES</p> <p>(After the video students can fill in the three three filter test items in their workbook.)</p> <p style="text-align: center;">WORKBOOK</p> <p><i>NOTE: The script of the video is represented in the student workbooks as a newspaper 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>

The program is designed to be delivered by any competent teacher regardless of content expertise. Content is delivered by video using Australian actors and designed to appeal to students. This allows the teacher to focus on classroom engagement and exploration of the ideas rather than needing to be the content expert.

<p>DEBRIEF</p> <p>questions</p> <p>groups with</p> <p>activity.</p> <p>Discussion questions (on slide):</p> <p>How was Socrates wise?</p> <p>What did he DO to be wise?</p> <p>How can you be wise like Socrates?</p> <p>Discussion questions (on slide):</p> <p>How would Socrates engage with today's social media?</p> <p>Is that different to how you engage with social media?</p> <p>How would you define 'wisdom' based on this story?</p> <p>Connect to AARMA (on slide):</p> <p>How was Socrates using AARMA?</p> <p>(see next page for guidance on this question)</p>	<p>Tips</p> <p>PTS</p> <p>used</p> <p>what</p> <p>was just INTERESTING and gossipy.</p> <p>He stopped to think about the consequences.</p> <p>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>
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Module structure



Reflect, Connect, Expect

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: Usefulness.

Message: Highlight before sharing, use

What was the acquaintance

Expected Answer: know if the gossip was not something good. 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.

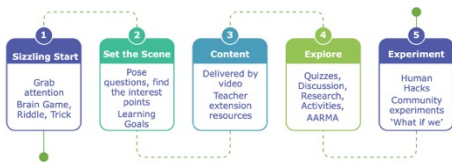
Summarise why Socrates did not want to hear the information the acquaintance had to offer

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.

We categorise our meta-cognitive questions into three categories designed to take students 'up the ladder' of quality thinking. Content questions (did they get the message/information?); Cognitive questions (what do they think about the content/message?); and Connection questions (how does this connect or relate to their reality or goals?). And then, we provide the teacher with expected answers and the key messages to elicit from students!

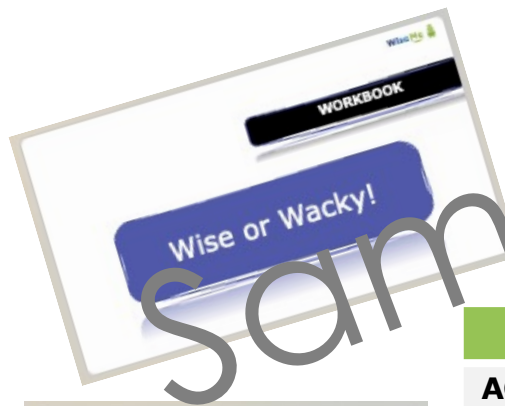
Module structure



Reflect, Connect, Expect

Exploration

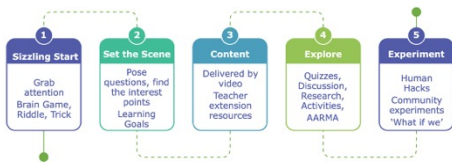
Following are a series of activities to support students to explore the module concepts and key messages.



Focus and questions	Teacher Tips
<p>ACTIVITY: WISE OR WACKY</p> <p>Diagnostic style activity. WORKBOOK</p> <p>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><i>Review the worked examples on the slides, then ask students to either individually or in groups share how the KEG strategy would apply to two of the areas from the Wise or Wacky questionnaire.)</i></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>Examples are fleshed out in the student workbook so students can 'see' what applying the KEG process looks like.</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>

Once the key content is delivered and discussed, we provide activities your teachers can use to explore the nuances and applications of this new information. Teachers can choose to do all of the activities or select those most appropriate for the class and the time available. We will continue to add to the activities over time.

Module structure

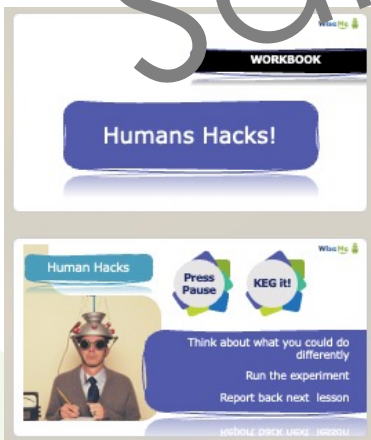


Reflect, Connect, Expect

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'.

Sample Only



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>	

In the EXPERIMENT phase of each module, students will create or engage with Human Hacks – let's Hack being Human and try some stuff and see what happens – an alignment with a Growth Mindset approach! Teachers are encouraged to be vulnerable and engage with their own experiments and share the results. A great opportunity for building student/teacher trust.



Wise Me

How to stop doing dumb stuff!



Student Workbook

THE **BetterMe**
PROJECT

Learn why you do dumb stuff,
and how to stop!

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

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

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

UNDERSTAND

DISCOVER

REFLECT

Remember your Human AARMA!

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





The Wisdom of Socrates



Socrates, Greek Philosopher c. 470–399 BC

The story of Socrates and the Three Filter Test is a lesson on gossip and how to handle information that is presented to us. Although there's debate about the authenticity of the tale, its wisdom is undisputed. Here's how the story goes:

One day, an acquaintance met the great philosopher Socrates and said, "Do you know what I just heard about one of your students?"

"Before you tell me," Socrates replied, "I'd like you to pass a little test. It's called the **Three Filter Test**."

"Three Filter Test?"

"That's right,"

"Before you talk to anyone else about what you're going to say,

The first filter is **Truth**. Have you made sure that what you are about to tell me is true?"

The man shook his head. "No, I just heard about it and..."

The triple filter test is Socrates' most successful work!

"Alright," said Socrates.

"So," Socrates continued, "you want to tell me something bad about him, even though you're not certain it's true?" The man looked a bit embarrassed.

Socrates continued. "You may still pass the test though, because there is a third filter, the filter of **Usefulness**. Is what you want to tell me about my student going to be useful to me?"

"No, not really."

"If what you're going to say is true, then it's worth telling it."

He would in fact be as a philosopher to us to be cautious about the information we accept and pass along to others.

All content videos are transcribed into a news article in student workbooks. A back-up if your technology decides to take a vacation and a reference for students to revisit as they work through the exploration activities.



1. What is the primary difference between intelligence and wisdom?

- A. Intelligence is about rules while wisdom is about experience.
- B. Intelligence is about winning games, while wisdom is about playing them.
- C. Intelligence is acquired over time, while wisdom is innate.
- D. Intelligence is about emotions, while wisdom is about logic

2. Which of the following is NOT a way to develop wisdom, as described in the video?

- A. Listening more than speaking
- B. Reflecting on past experiences and applying what you learned
- C. Learning only what is required to pass a test
- D. Being constantly curious and seeking the truth

3. In the video, what is the primary goal of the game?

- A. Understanding the mechanics of a game
- B. Recognising long-term impacts and patterns of the game and other players' decision-patterns
- C. Knowing how to operate the game controls
- D. Strategising effectively

4. What does the acronym KEG stand for in relation to wisdom?

- A. Knowledge, Emotion, Growth
- B. Knowledge, Experience, Good Judgement
- C. Kindness, Empathy, Gratitude
- D. Knowledge, Ethics, Generosity

5. You can make wiser decisions by ..

- A. Reflecting deeply on what has happened to you in the past and combining that with what you know in the present
- B. Forgetting the past and focusing only on the future
- C. Doing what most of your friends are doing – it must be right if they are all doing it
- D. None of the above

6. Which of the following is NOT a component of the AARMA strategy?

- A. Awareness
- B. Acceptance
- C. Agility

Every content video is followed by a simple QUIZ to help students connect with the key points in the video. Teachers can have fun with the QUIZ – groups, pair and share, competitions.

- A. Only older people can be wise
- B. Wisdom is related to age and experience
- C. Young people cannot be wise
- D. One can be wise at any age, and age doesn't guarantee wisdom

Wise or Wacky

Tick the examples below that you think are WACKY (not wise). Discuss and share your thinking and consider the 'normal human behaviour' that might drive unwise decisions, and what self-awareness and self-regulation you might need to employ to make the wiser choices.

Attending Parties

- Sneaking out to a party without telling anyone or getting into a car with someone who has been drinking.
- Checking in with a trusted friend throughout the night to ensure they are safe.
- Over-indulging in alcohol or substances without knowing your limits.
- Telling parents about a party, setting your own curfew, and arranging for safe transportation home.

Handling Conflicts

- Talking negatively about a person with mutual friends, causing further division and emotional pain.
- Addressing a disagreement with a friend through a calm conversation.
- Spreading rumours or resorting to physical confrontations.
- Seeking adult help or support if conflicts escalate.

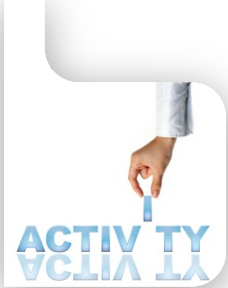
Health & Fitness

- Skipping meals as a form of weight management.
- Relying on crash diets or extreme exercise.
- Staying up late at night.
- Avoiding exercise.

Driving

- Always wearing a seatbelt and avoiding distractions like texting.
- Speeding or driving without a proper license.
- Taking regular breaks during long drives to avoid fatigue.
- Driving after consuming alcohol or drugs.

Diagnostics and checklists feature in the BETTER ME PROJECT so that students can benchmark their thinking and behaviour and make choices around where to direct their energy, exploration and experiments. Results provide the teacher with an insight on where the energy and interest of the class lies.



Applying KEG

Case Study 1

Only

You and your friends want to organise a soccer match during recess. You need to decide how to form teams, when to play, and how to ensure everyone gets a chance to participate.



KNOWLEDGE

Rules of the Game: Making sure everyone understands the basic rules of soccer to ensure the match is played fairly.

School Policies: Know and remind others of your school's policies regarding the use of the playground and what is allowed during recess.

EXPERIENCE

Past Matches: Recall the last time you organised a match or participated in one. What went well? Were there any arguments or disappointments? What will you ensure happens this time?

Participation: Remember how it feels when everyone gets a chance to play versus when some are left out. Remember that when choosing or allocating teams.

GOOD JUDGEMENT

Team Formation

When it comes to applying frameworks, students are provided with relevant example of how a framework can be applied before being asked to 'have a go' themselves. For many students, this level of focus on themselves, and the level of vulnerability and trust needed for this work to have an impact, is challenging. We've done as much as we can to make the program feel easy and safe and achievable for all.

Inclusivity: Make a plan for rotating players in and out of the game so that everyone who wants to play gets a turn. Good judgement here means being inclusive and considerate of others' desires to play. Fun is the object of the game!



Human Hack



Sample Only

Self-awareness is the key to any Human Hack. Start noticing when you are emotional and press the pause button knowing that any decision you make or any response you give might not be well thought out and may come back to bite you!

Remember that your brain is particularly sensitive and that what you are thinking or experiencing might be your brain being cautious rather than reacting to the truth or reality. Normal human behaviour, just not useful!

It's ok to say – 'I just need a moment to think about this.' This is taking **ACCOUNTABILITY** for yourself and your reactions and actions. Humans can't help how they react (even adults) but they can **REGULATE** their responses to make wiser choices.

**Press
Pause**

*When are you good at 'pressing pause' and making wise choices?
When are you not so good?*

Where is one place or situation that arises often where 'pressing pause' will be helpful?

MEMES are scattered throughout units where useful and relevant. Having year level teachers across all disciplines and classes use the memes helps to embed useful thinking and behavioural habits in students, letting them see that what they are learning is applicable across many facets of their lives.



Google games

Sample Only

Find out more about the role of the

Amygdala in DECISION MAKING. What is the role of **Amygdala**? When is it 'useful' and when does it cause 'interference'?

List 10 things that are **USEFUL** to know and *understand* about the **adolescent brain**.

Students are encouraged to discover for themselves!

Why is it important that we have a **SOCIAL BRAIN**? What would happen **if we did not have** a *social brain*? How can the social brain get in the way of *wise decisions*?

How wise are you?

Understanding others
 I try to understand someone's feelings before responding in a situation

Almost Always Often Sometimes Rarely Almost Never Not sure

Learning from experience
 When things don't go my way, I try to learn from the experience

Almost Always Often Sometimes Rarely Almost Never Not sure

Considering multiple perspectives
 I think about different ways to look at challenging situations

Almost Always Often Sometimes Rarely Almost Never Not sure

Handling uncertainty:
 I can stay calm even when things are uncertain or unclear

Almost Always Often Sometimes Rarely Almost Never Not sure

Diagnostics can be repeated – enabling comparisons from the beginning to the end of a unit. The most motivating thing for the human brain is a sense of progress – we aim to help students focus on their progress – another link to developing growth mindset.



Wise, Unwise or Just Plain Stupid!

And finally, we know that fun helps learning as does group engagement. We've worked hard to create fun and interactive group activities. Students will engage with WISDOM BINGO and FLIPCHART WALKS. In this example, students (in groups or as individuals) are provided with a CARD SORT set. They must categorise the scenario cards into the three groups: Wise, Unwise, Just Plain Stupid.

Print one set of the cards per student, or per group. Cut into the three header cards and cut and shuffle the 'statement' cards.

Students are to sort the 'statement' cards under the three header cards deciding if the statement represents an action or behaviour that is Wise, Unwise or Just Plain Stupid.

Once completed, you could ask students to select one or two statements from each pile and discuss the short and long term consequences of each.

Key message: Choices have Consequences.

On the next pages we have provided you with some starting points for the responses to this part of the activity.

As with all activities we then extend the thinking. With BINGO – after the winners are decided – the questions begin – 'What did you notice about the quotes on the Bingo Cards? What was the key message? What does that make you think about?'

Choices have consequences

WISE STATEMENTS

Statement: **Before posting a photo, always ask for permission from everyone in the picture.**

Short-term Consequences: Respects privacy, builds trust, and prevents immediate conflicts.

Long-term Consequences: Fosters a responsible digital footprint and a respectful online community.

Statement: **Use strong, unique passwords for different online accounts and update them regularly.**

Short-term Consequences: Secures accounts against immediate hacking threats.

Long-term Consequences: Establishes good cybersecurity habits, protecting personal information over time.

Statement: **Fact-check information before sharing it online to prevent the spread of misinformation.**

Short-term Consequences: Enhances credibility and avoids spreading false information.

Long-term Consequences: Contributes to a well-informed, responsible digital community.

Statement: **Respect others' opinions online, even when they differ from your own.**

Short-term Consequences: Promotes a positive and respectful online dialogue.

Long-term Consequences: Builds a reputation for being thoughtful and considerate, fostering constructive conversations.

Statement: **Regularly update your privacy settings on social media.**

Short-term Consequences: Reduces the risk of unauthorized access to personal information.

Long-term Consequences: Protects personal data and reduces the risk of identity theft.

In this CARD SORT example, students are asked to select one or two scenarios from each group and consider/discuss the short and long term consequences, for themselves and others, that the scenario choice results in – and teachers are provided with suggested answers.

And of course, then it's time to link to the AARMA framework!

UNWISE STATEMENTS

Statement: **Sharing passwords with best friends as a sign of trust.**

Short-term Consequences: Risk of accidental or intentional misuse of accounts.

Long-term Consequences: Potential for privacy violations and lasting damage to online reputation.



WISE



Sample Only
SAMPLEWISE



**JUST PLAIN
STUPID**



Before posting a photo, always ask for permission from everyone in the picture.



Accepting all friend requests or followers to increase social media popularity.



Posting emotionally charged, impulsive reactions to events without thinking.



Trying to become viral by performing dangerous stunts or illegal activities.



Fact-check information before sharing it online to prevent the spread of misinformation.



Posting exact locations in real-time when traveling alone or in small groups.