

aarma**me** 



MEET AARMA

Your human shield for
success!



SAMPLE

the **Better** Me
project

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

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

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

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

Module 1

Meet AARMA



In this module students will ...	☐ UNDERSTAND what the Better Me Project is and how it can lead to them becoming better humans. ☐ DISCOVER that the AARMA Principles are useful tools they can use to improve themselves. ☐ REFLECT on how understanding more about the brain can lead to a happier life, school, community and society.
Teacher preparation	☐ Read through the entire module to get a sense of the flow and make decisions about student grouping for discussions and group activities. ☐ Think about novel and creative ways to set up group activities. ☐ Choose which activities you will use and hide any slides you will not be using.
AARMA	☐ Awareness, Acceptance, Regulation, Motivation, and Accountability are the five AARMA Principles. ☐ They involve NOTICING, RESPECTING, CONTROLLING, FOCUSING, and OWNING behaviour, actions and attitudes. ☐ The AARMA Principles will feature in all BETTER ME Units. This unit is designed to introduce students to this most important framework so that future units will be able to leverage the principles.
Three big ideas	☐ Learning about your brain, and what it means to be human is a most useful thing. ☐ You can learn to pause, see challenging situations through a different lens – the AARMA Principles, and make better choices and become a BETTER ME. ☐ All five AARMA Principles are important in our daily lives.
Key messages relevant for my class (after reading through the module, highlight here what you want to focus on for your class)	

Module 1

Meet AARMA

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

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

Module 1

Meet AARMA



Phase 1 Overview - What is AARMA? (40 mins)

Core Competency:

Self-Awareness; Self-Management; Social Awareness

ACARA General Capabilities:

- **Critical & Creative Thinking** – linking brain function, AARMA, and behaviour.
- **Personal & Social Capability** – practising reflection and applying AARMA.
- **Self-Awareness** – recognising how brain signals affect choices.
- **Intercultural Understanding** – respecting different perspectives and feelings.
- **Literacy** – building vocabulary about the brain and AARMA.

Learning Intention:

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

Success Criteria:

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

Differentiation:

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

Materials:

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



Phase 1 – What is AARMA?

WARM UP – The Neuron Connection Chain (10 mins)	
Learning Intention	
Before learning about AARMA, students will learn about how their brain deals with mixed signals and difficult situations, as well as why it is important to figure out ways to be in control of how their brain operates.	
Success Criteria	
<i>“I know what a neuron is, and I have some idea about how the brain works.”</i> <i>“I understand that there are ways to make my brain work better.”</i>	
Content and Activities	Materials and Slides
The Neuron Connection Chain Introduction: The Better Me Project SLIDE 1-2: When you begin this lesson, make sure the PPT is on and displaying this first slide. <i>“Today, we’re going to start learning about how to become better humans. We’re going to do this with something called the Better Me Project.”</i> SLIDE 3: During the next part, display each slide as it corresponds to each point. <i>“Better Me is a project to help you create a better you through understanding your brain.”</i> <i>“If you know more about how your brain works, you’ll get ideas on how to use it so you can make better decisions and better choices.”</i> <i>“Once that starts happening, it’s easier to become healthier and happier!”</i>	- Module 1 PPT slides 1–12 - At least two balls or other objects that can be passed easily 1 2 3



Phase 1 – What is AARMA?

WARM UP – The Neuron Connection Chain (10 mins)	
Content and Activities	Materials and Slides
The Neuron Connection Chain Activity: Mixed Signals Make sure the students are arranged in a circle, either standing up or sitting in chairs, whichever arrangement is safe for at least two balls to be passed amongst them. SLIDE 4: Turn to this slide. <i>“Let’s learn a little about our brains. Our brains are made up of billions of tiny little brain cells called neurons. Brain signals – thoughts, feelings, ideas – get passed between each neuron to get to where they need to be in the brain.”</i> SLIDE 5: Turn to this slide and read from it as you hand out the ball. Hand one student in the circle a ball, or something that can be passed easily like a throw cushion or small beanbag. SLIDE 6: Turn to this slide as you explain Round One. <i>“This ball is a brain signal. Pass it between yourselves. Take care not to drop it – a fast brain that doesn’t drop signals is a healthy brain!”</i> Get the students to pass the ball as quickly as they can between each other in a circle, taking care not to drop it. Keep them passing the ball as you explain Round Two. SLIDE 7: Turn to this slide as you explain Round Two. <i>“Now, keep passing that brain signal, but now every time you pass it, you have to say the password, which I will say first. I can change the password at any time, or make it longer, so watch out!”</i> Shout out a password (“apple”, “banana”) that students must say in order to pass on the ball. If they don’t say it, stop the game, take the ball and start again. You can change it at any time. After a while, stop the game and continue to Round Three.	4  5  6  7 



Phase 1 – What is AARMA?

WARM UP – The Neuron Connection Chain (10 mins)

Content and Activities

The Neuron Connection Chain

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

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

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

Key Point: Better Brain, Better Me

Return the classroom to normal, as best you can.

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

? ***“What was that like?”***

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

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

? ***“What did that game teach us about our brains?”***

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

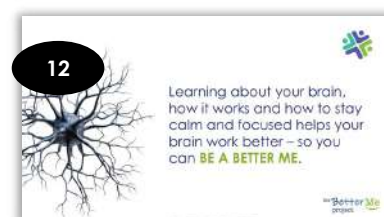
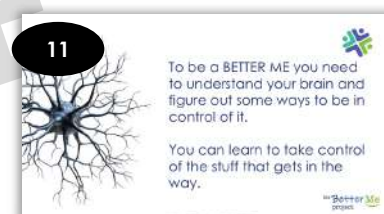
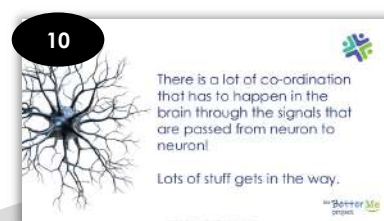
“There is a lot of co-ordination that has to happen in the brain and it happens through signals that are passed from neuron to neuron – brain cell to brain cell. That's how your brain thinks and operates. Lots of stuff can get in the way of your brain operating well.”

“To be a BETTER ME, you need to understand your brain and figure out some ways to be in control of it – to get better at taking control of the stuff that gets in the way .”

“Learning about your brain, how it works and how to stay calm and focused helps your brain work better – so you can BE A BETTER ME.”

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

Materials and Slides





Phase 1 – What is AARMA?

WARM UP – The Neuron Connection Chain (10 mins)	
Content and Activities	Materials and Slides
Differentiation	
Support: If students are likely to be uncomfortable with the intensity of the later rounds of the game, you might wish to demonstrate with a couple volunteer students or a small group in front of the class. You can let them play for longer so they can get the hang of it. Extend: The activity can be expanded into more rounds, with ideas for variation being: • An alternating password • Changing direction • Switching from passing the signal standing to passing it sitting down • Have students play the part of 'instructor'	

SAMPLE



Phase 1 – What is AARMA?

PRESENT – AARMA Introduction Video (5 mins)	
Learning Intention	
Students will watch the AARMA Introduction Video and be introduced to the AARMA Principles and what they represent.	
Success Criteria	
<i>"I know what the five AARMA words are."</i> <i>"I understand that the AARMA words are a key part of becoming a better human."</i>	
Content and Activities	Materials and Slides
AARMA Introduction Video First Watch <i>"Let's watch this video and learn about a thing called AARMA."</i> SLIDES 13-14: Turn to slide 13, and have students open to pages 1 and 2 in their workbook - the transcript of the video - reminding them to do so with slide 14. SLIDE 15: Play the video on slide 15, making sure students can follow along with the transcript. ? <i>"What did you find interesting in the video?"</i> ? <i>"What did you learn from watching the video?"</i> ? <i>"Which of the principles are you interested in learning more about?"</i> NOTE: The video is quite long so you may choose to play it in small sections, or play it later in the module. If you do not play it, talk students through the names of the five AARMA Principles. The transcript in the student workbook will assist.	- Module 1 Workbook pages 1-2 - Module 1 PPT slides 13-15 - AARMA Introduction Video (on slide 15 but also separately in teacher materials) 13 Time to watch something! VIDEO 14 WE READS AARMA The transcript from the video is in your workbook, on pages 1 and 2! workbook 15 MOTIVATION
Differentiation	
Support: After the video, play it again to make sure students understand, and take questions directly if they can't understand anything. You could let them read along from the workbook the second time. For younger age groups you might like to skip the video and simply discuss the concepts. Extend: Ask students to discuss as a class whether or not they have heard of any of the AARMA Principles before.	

Phase 1 – What is AARMA?



PRESENT – The Five AARMA Principles (10 mins)

Learning Intention

Students will explore the AARMA Principles so that they become familiar with the terminology and framework. All future modules and units will link back to this foundational framework.

Success Criteria

"I can identify and name the five AARMA Principles."

"I can talk about what being happy, healthy, helpful and hopeful means, and whether or not these things are important to me."

"I can express a wish to improve one or more of those attributes."

Content and Activities

The Five AARMA Principles

Discussion: My Human AARMA

SLIDE 16: As you turn to this slide, tell students to turn to **page 3** in their workbooks.

"Let's look at the five AARMA Principles Nick talked about in the video."

SLIDE 17: Turn to this slide, but do not start revealing the AARMA Principles until the instruction part.

? *"What do you notice about the model on the screen?"*

? *"What do the words on the left mean?"*

"Happy, healthy, helpful and hopeful: these are the four things you can be if you work hard to use the AARMA Principles."

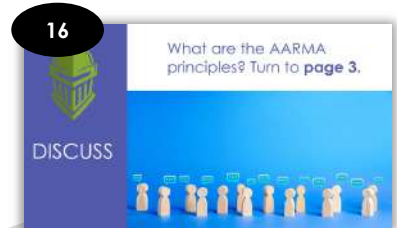
Reveal each Principle one by one and tell the students to fill in each box in their workbooks.

SLIDE 18: Turn to this slide after they are finished writing.

? *"Is being happy, healthy, helpful and hopeful important to you? Which one are you good at already? Which one would you like to get better at?"*

Materials and Slides

- Module 1 Workbook page 3
- Module 1 PPT slides 16–18



Differentiation

Support: Rely heavily on the slides, and go through each AARMA Principle with the class, making sure they repeat the word back to you so they remember it. Perhaps do an internet search or use a dictionary to look up the words. Have students form small groups to discuss. Reassure them that over the term they will come to be very familiar with the AARMA Principles and they are not expected to know them yet.

Extend: Ask students to discuss what it truly means to be happy, healthy, helpful and hopeful, and whether or not they can be all four at once without a lot of effort.

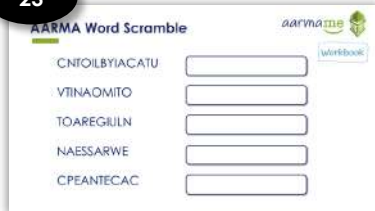


Phase 1 – What is AARMA?

PRACTICE – Word Search and Scramble (5 mins)	
Learning Intention	
Students will test their knowledge of the AARMA Principles in a couple of exercises designed to help them remember the key words of the course.	
Success Criteria	
<i>"I am confident that I can remember all five AARMA Principles."</i> <i>"I can find them in a word search or scramble activity without much trouble."</i>	
Content and Activities	Materials and Slides
Word Search and Scramble Activity: Word Search SLIDE 19: Turn to this slide and tell students to turn to page 4. <i>"Let's test you to see if you remember what the AARMA words are."</i> SLIDE 20: Turn to this slide. ? <i>"Do you know what a word search is? Have you done one before?"</i> <i>"See if you can find all the words in the word search."</i> <i>"Here's a tip! The words can be found horizontally, vertically and diagonally, and they are never backwards."</i> SLIDE 21: After students are finished, turn to the next slide and display the answers.	- Module 1 Workbook pages 4-5 - Module 1 PPT slides 19-23



Phase 1 – What is AARMA?

PRACTICE – Word Search and Scramble (5 mins)	
Content and Activities	Materials and Slides
Word Search and Scramble Activity: Word Scramble SLIDE 22: Turn to this slide and tell students to turn to page 5. “One more test to see if you remember the AARMA actions!” SLIDE 23: Turn to this slide, though do not reveal the answers just yet. ? “Do you know what a word scramble is? Have you done one before?” “Have a go at unscrambling the words!” When finished, reveal the answers on the slide one by one to check.	22  23 
Differentiation	
Support: The activities can be done individually, in small groups, or as a class, depending on whatever is suitable for the students. Remind them that the AARMA words are on page 3 as well as in the corner of each of the activity pages. Extend: Ask students if they can guess what the AARMA words mean and discuss them a little. You could ask students to then close their books and do a spelling test.	

If you would like to do the Word Scramble in a more interactive way, and in groups, we have provided printable ‘cards’ in the Activities To Print Folder for you to download.



Phase 1 – What is AARMA?

PRODUCE – A Better School with AARMA (10 mins)	
Learning Intention	
Students will be introduced to the meaning behind the AARMA Principles, the “I...” statements associated with them, and how they can be applied to their daily lives.	
Success Criteria	
<i>“I know the meanings of the five AARMA Principles and how they apply to real life.”</i> <i>“I know the five ‘I...’ AARMA actions that go with each word.”</i> <i>“I understand that one way to BE A BETTER ME and a BETTER school is to use AARMA.”</i>	
Content and Activities	Materials and Slides
A Better School with AARMA Key Point: The Five Words and their Actions SLIDE 24: Turn to this slide. <i>“It’s time for us to talk about the AARMA Principles and what they mean for us as individual people, and as a school.”</i> SLIDE 25: Turn to this slide, and read out what is displayed on it, revealing each point one by one. <i>“Awareness is about your ability to notice things that are important. You can notice how you feel, how what other people do makes you feel or impacts you, or you can notice how the things you do and say impact other people. The Awareness action is I NOTICE.”</i> SLIDE 26: Turn to this slide, and read out what is displayed on it, revealing each point one by one. <i>“Acceptance is accepting yourself and who you are. It’s being OK with your mistakes and respecting others for who they are. Also, it’s about accepting things that are not in your control. The Acceptance action is I RESPECT.”</i> SLIDE 27: Turn to this slide, and read out what is displayed on it, revealing each point one by one. <i>“Regulation is about how well you regulate, or control, your feelings and your thoughts. The Regulation action is I CONTROL.”</i> SLIDE 28: Turn to this slide, and read out what is displayed on it, revealing each point one by one. <i>“Motivation is about your ability to move yourself to do the things you need to do. It’s about being able to keep going and keep trying, even when you want to give up. The Motivation action is I FOCUS.”</i>	- Module 1 PPT slides 24-35 24 What do the five principles really mean? KEY POINT 25 AWARENESS Noticing things that are important - How you feel - How other people make you feel - How what you do makes other people feel - Stuff going on around you! Awareness I NOTICE 26 ACCEPTANCE Accepting yourself - Who you are, ok with your mistakes, being a ‘normal’ human Accepting others - Who they are, ok with their mistakes, they are a ‘normal’ human Accepting what happens - Situations and circumstances - It’s in the past – I can’t change it - Accept and learn and move right Acceptance I RESPECT 27 REGULATION Staying calm and pausing - Noticing your emotions and controlling them before you make decisions and choices Choosing your actions wisely - Looking wise choices and useful decisions based on facts Being in control of your brain - Not letting your brain be in control of YOU and your mind Regulation I CONTROL 28 MOTIVATION Motivating yourself - Doing things you want and don’t want to do because it’s worth it or it’s necessary or the right thing to do Perseverance and grit - Sticking the course even when things get tough Focusing on your goals - Having clear goals and not getting distracted Motivation I FOCUS



Phase 1 – What is AARMA?

PRODUCE – A Better School with AARMA (10 mins)

Content and Activities

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

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

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

Discussion: A Better School (Refer Appendix Module 1 Page 31 for guidance)

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

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

SLIDE 31: Turn to this slide after the discussion.

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

SLIDE 32: Turn to this slide after the discussion.

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

SLIDE 33: Turn to this slide after the discussion.

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

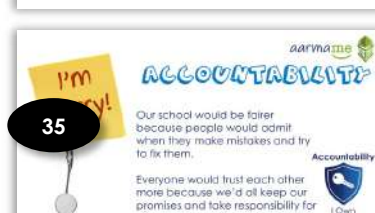
SLIDE 34: Turn to this slide after the discussion.

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

SLIDE 35: Turn to this slide after the discussion.

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

Materials and Slides



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



Phase 1 – What is AARMA?

PRODUCE – A Better School with AARMA (10 mins)	
Content and Activities	Materials and Slides
Key Point: <i>The Five Words and their Actions (cont'd)</i>	
Differentiation	
Support: There is no need to spend too much time on these points as they'll be covered in more depth in later modules. The key is to get students to start thinking more deeply about their behaviour and to get familiar with the words in the AARMA Principles. Extend: Ask students to think about whether or not doing these things would make the school a better place, and why or why not. What would they see or not see that is different to now? What might they hear or not hear that is different to now? How might students and teacher feel or not feel that they do now? Talk about the fact that for the school to be BETTER, each person has to BE A BETTER ME.	

SAMPLE

Module 1

Meet AARMA



Phase 2 Overview - Understanding AARMA (40 mins)

Core Competency:

Self-Awareness; Self-Management; Social Awareness

ACARA General Capabilities:

- **Critical & Creative Thinking** – connecting AARMA words to real-life examples.
- **Personal & Social Capability** – applying AARMA in daily interactions.
- **Self-Awareness** – linking “I...” statements to personal experiences.
- **Intercultural Understanding** – recognising diverse perspectives.
- **Literacy** – using vocabulary to explain AARMA words and impacts.

Learning Intention:

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

Success Criteria:

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

Differentiation:

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

Materials:

- Module 1 Workbook pages 1-2, 6-8
- Module 1 PPT slides 36-53
- AARMA Introduction Video (on slide 42 but also separately in teacher materials)
- AARMA Memory Cards, copied and pre-cut from **Activities To Print Folder**; one set per student group required



Phase 2 – Understanding AARMA

PRESENT – The AARMA Goggles (10 mins)	
Learning Intention	
Students will review the AARMA Principles and learn to associate them with their respective “I...” statements.	
Success Criteria	
<i>“I know that each AARMA word comes with an ‘I...’ statement.”</i> <i>“I can use the AARMA words like a pair of magic goggles that I can turn on and off – if I turn them on, I can find a way to calm my brain down and do something that will make me a BETTER ME.”</i>	
Content and Activities	Materials and Slides
The AARMA Goggles Key Point: Making the Goggles SLIDE 36: Show this slide as you start. ? <i>“What are the AARMA Principles? How might we use them as we go about our daily activities?”</i> SLIDE 37: Turn to this slide. <i>“When times get tough, you can learn to pause and see the world differently – like you were a BETTER ME – just like putting on a pair of magic goggles. If you know the AARMA Principles and what they mean, you can decide how to manage your brain and what to do next.”</i> Activity: The AARMA Goggles SLIDE 38: Turn to this slide and ask students to turn to page 6 in their workbooks. <i>“Each AARMA Principle has an action to go with it. Let’s review them now.”</i> SLIDE 39: Turn to this slide, but do not start revealing the AARMA Principles or their actions until the instruction part. Reveal each principle and action one by one and tell the students to fill in each box in their workbooks. See the optional extension exercise on the next page. ? <i>“What does it mean to notice, to respect, to control, to focus and to own? Can you think of some real life examples of doing these things?” (See next page for some sample answers)</i>	- Module 1 Workbook page 6-8 - Module 1 PPT slides 36-39 36 How do I use the AARMA Principles? KEY POINT 37 If you are facing a challenge, you can learn to pause and see the situation through the lens of a BETTER ME – like putting on a set of magic goggles. You can then use the AARMA Goggles to help you to decide how to manage your brain and what to do next. 38 Let’s review the AARMA actions. Turn to page 6. ACTIVITY 39 Workbook The AARMA Actions



PRESENT – The AARMA Goggles (10 mins)

Differentiation

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

Extend: Ask students if they can make a sentence with the action words and share a few examples with the class. See pages in Workbook – Pages 7-8. For example,

Awareness

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

Acceptance

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

Regulation

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

Motivation

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

Accountability

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



Phase 2 – Understanding AARMA

PRESENT – AARMA Video Rewatch (5 mins)

Learning Intention

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

Success Criteria

"I can explain what the AARMA Principles mean."

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

Content and Activities

AARMA Introduction Video

Second Watch

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

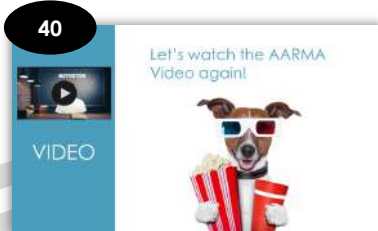
SLIDES 40-41: Turn to slide 40, and have students open to **pages 1 and 2** in their workbook - the transcript of the video - reminding them to do so with slide 41.

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

- ? *"What is the Better Me project about?"*
- ? *"What does Nick say about Awareness?"*
- ? *"After Awareness, what's the next AARMA Principle, and what does it mean?"*
- ? *"How do we use Regulation?"*
- ? *"Have you ever felt like you don't have enough Motivation? What is it?"*
- ? *"What is Accountability and why is it important?"*

Materials and Slides

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



Differentiation

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

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

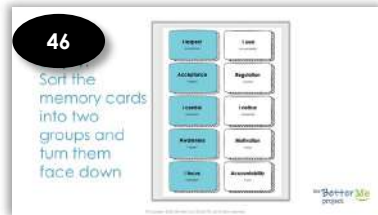
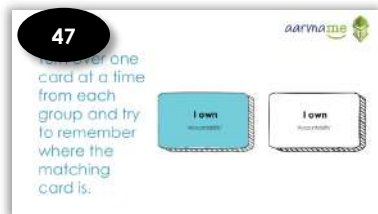


Phase 2 – Understanding AARMA

PRACTICE – AARMA Story Matching (10 mins)	
Learning Intention	
Students will be able to match a real-life example of using AARMA with the specific word, which will in turn improve their understanding of how AARMA works.	
Success Criteria	
<i>"I can link each AARMA Principle to a real-world example of where it is needed."</i> <i>"I understand a bit more about how the AARMA actions are used in everyday life."</i>	
Content and Activities	Materials and Slides
AARMA Story Matching Activity: Matching the Stories <i>"Let's see if you understand AARMA and how you can use it every day."</i> SLIDE 43: Turn to this slide and tell students to turn to page 9. <i>"Now that we know the name of each AARMA Principle, let's take a look at some examples of how they are used. There are five stories here, and you'll need to match them with the AARMA Principle the person in them is using to solve their problem."</i> SLIDE 44: Display this slide, but do not reveal the answers just yet. In the workbook, students can draw lines to connect the stories with the AARMA Principles. Once finished, reveal the answers on the slide one by one. ? <i>"What do the AARMA Principles now mean to you? Are any of these stories familiar to you? Have you done similar things? Why or why not?"</i>	- Module 1 Workbook page 9 - Module 1 PPT slides 43-44 43 44



Phase 2 – Understanding AARMA

PRODUCE – AARMA Memory Card Game (15 mins)	
Learning Intention	
Students will associate the AARMA Principles with their respective actions and be able to come up with some examples.	
Success Criteria	
<i>"I can identify which words are AARMA Principles and which ones are AARMA actions."</i> <i>"I can accurately match each word with its 'I...' action statement and talk about how they may have affected me."</i>	
Content and Activities	Materials and Slides
AARMA Memory Matching Card Game Discussion: Memory Matching Card Game SLIDE 45: Show this slide at the beginning of the discussion. <i>"Time to test your memory and talk about how to use your AARMA."</i> SLIDE 46-47: Turn to these slides while you give the instructions. Make sure you have a set of Memory Matching Cards for each group. <i>"Get into small groups, and make sure that you have a set of Matching Cards."</i> <i>"Sort the blue cards from the white ones. Layout the blue cards to one side, and the white cards to the right FACE DOWN. This is a memory game where you turn over one card on the left, and one on the right. If the cards match and make a pair, you can put that pair to the side. If not, the cards must be turned back for the next try."</i> <i>"Do this until you complete the 10 pairs."</i>	- Module 1 PPT slides 45-53 - AARMA Memory Cards, copied and pre-cut from the Activities To Print Folder; one set per student group required   

We have provided you with two versions of this activity in the Activity to Print Folder – a simple version and a more complex version – to use as you see fit. You might like to do both, or use one as a lesson starter in a future session.

Phase 2 – Understanding AARMA



PRODUCE – AARMA Memory Card Game (15 mins)

Content and Activities

AARMA Memory Matching Card Game

Key Point: Using the AARMA Actions

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

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

SLIDE 49: Turn to this slide when ready.

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

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

SLIDE 50: Turn to this slide when ready.

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

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

SLIDE 51: Turn to this slide when ready.

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

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

Materials and Slides



*** This activity is suited to the more complex version of the Memory Matching Card Activity. You can simply engage students in discussion if they don’t have the version where there is an explanation on the card, or skip the activity.**

Phase 2 – Understanding AARMA



PRODUCE – AARMA Memory Card Game (15 mins)

Content and Activities

AARMA Memory Matching Card Game

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

SLIDE 52: Turn to this slide when ready.

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

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

SLIDE 53: Turn to this slide when ready.

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

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

Materials and Slides



Differentiation

Support: One way to level this exercise is to do the Memory Matching Card sorting as a class and providing the answer at the end. Take your time! You can also use the 'simple' version of the activity, or use it before you do the more 'complex' version. Both are in the **Activities to Print Folder**.

Extend: Encourage students to share their own stories related to the questions asked during the key point section. There are also a number of debrief activities you can do with the Matching Card Game in the **Appendix on page 34**.

Refer to Appendix Module 1 Page 34 for additional discussion questions and guidance.



Module 1

Meet AARMA

Phase 3 Overview - Using AARMA (40 mins)

Core Competency:

Self-Awareness; Self-Management; Social Awareness

ACARA General Capabilities:

Critical & Creative Thinking – recalling and applying AARMA in creative forms (art, metaphors).

Personal & Social Capability – using AARMA to guide behaviour and relationships.

Self-Awareness – linking AARMA action statements to personal experiences.

Intercultural Understanding – respecting diverse perspectives through AARMA.

Literacy – using vocabulary to explain and share AARMA ideas.

Learning Intention:

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

Success Criteria:

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

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

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

Differentiation:

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

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

Materials:

- Module 1 Workbook pages 1-2, 10-11
- Module 1 PPT slides 54-67
- AARMA Introduction Video (on slide 58 but also separately in teacher materials)
- A piece of poster paper for each student (or student group)
- Markers, coloured pencils, highlighters
- Printed blank posters using the AARMA Icons or poster pages provided in the **Activities To Print Folder**.



Phase 3 – Using AARMA

PRESENT – AARMA Rapid Recall (5 mins)	
Learning Intention	
Students will review the AARMA words with a quick rapid recall exercise that tests their memory and prepares them for the last phase of the module.	
Success Criteria	
<i>"I can recall each AARMA word and talk about what it means."</i>	
Content and Activities	Materials and Slides
AARMA Rapid Recall Activity: Rapid Recall SLIDE 54: Display this slide at the beginning. <i>"Let's see if you can remember all the parts of AARMA!"</i> SLIDE 55: Turn to the next slide as you explain the instructions for the rapid recall activity. First, call out "First word – A is for..." and wait for the response from the students as a class – "Awareness!" Do this with all five AARMA words. Then, break students into pairs so they can practice the call and response together, alternating roles. When the activity is done, you can review the words using the slide. Repeat this time you say the action word eg, 'I notice' and students have to call out the AARMA Principle.	Module 1 PPT slides 54-55 54 Let's see if you can remember all the parts of AARMA! 55
Differentiation	
Support: The pair activity can be omitted for time, or you can select a series of volunteers to demonstrate up the front first. Extend: Turn it into a longer game by changing up the speed or introducing actions as a response to the AARMA words. For example, have students create an action that represents the Principle to them. Awareness/I notice could be the action of putting on pretend glasses. Then as you call out the Principles, they do the actions they have created for themselves or their small groups.	



Phase 3 – Using AARMA

PRESENT – AARMA Video Final Rewatch (5 mins)	
Learning Intention	
Students will watch the AARMA Introduction Video for the final time, in preparation for the quiz.	
Success Criteria	
<i>"I can explain what the AARMA Principles mean."</i> <i>"I understand that the AARMA Principles are a key part of becoming a better human."</i>	
Content and Activities	Materials and Slides
AARMA Introduction Video Final Watch <i>"Let's watch the video again one last time, so we can answer some questions about it later."</i> SLIDES 56-57: Turn to slide 56, and have students open to pages 1 and 2 in their workbook - the transcript of the video - reminding them to do so with slide 57. SLIDE 58: Play the video on slide 58, making sure students can follow along with the transcript.	- Module 1 Workbook pages 1-2 - Module 1 PPT slides 56-58 - AARMA Introduction Video (on slide 58 but also separately in teacher materials) 56 Let's watch the AARMA video one final time. 57 The transcript from the video is in your workbook, on pages 1 and 2! workbook 58 MOTIVATION
Differentiation	
Support: After the video, play it again to make sure students understand, and take questions directly if they can't understand anything. Preview some of the quiz questions if necessary. Extend: Ask students to discuss as a class what they think of the video and if it has helped them understand things a bit better.	



Phase 3 – Using AARMA

PRACTICE – AARMA Video Quiz (10 mins)	
Learning Intention	
Students will test their AARMA knowledge and their understanding of the video by doing a quiz in their workbook.	
Success Criteria	
<i>“I can answer questions about what each AARMA Principle means.”</i> <i>“I can understand the purpose of the Better Me project and how I can become a better person through AARMA.”</i>	
Content and Activities	Materials and Slides
AARMA Video Quiz Quiz SLIDE 59: Turn to this slide and instruct students to turn to page 10 of the workbook. <i>“Time to test your knowledge of the AARMA words and the video.”</i> In pairs, small groups, or as a class, complete the Quiz on page 8. Answers: 1-C, 2-A, 3-C, 4-B, 5-D, 6-B  <i>“Do you think you understand AARMA a little better now than you did before?”</i>	- Module 1 Workbook page 10 - Module 1 PPT slide 59 
Differentiation	
Support: Make sure that students understand the words in each question of the quiz and provide clarification if necessary. Direct students to find the answers from the news article transcript. Extend: Have students complete the Quiz as a ‘competition’ either individually or in groups. First to finish, with all correct answers, wins. Ask students to discuss as a class their understanding of AARMA so far and how they could continue to deepen their understanding.	



Phase 3 – Using AARMA

PRODUCE – Make an AARMA Poster (10 mins)

Learning Intention

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

Success Criteria

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

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

Content and Activities

Make an AARMA Poster

Activity: Make an AARMA Poster

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

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

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

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

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

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

Materials and Slides

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



Differentiation

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

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

In the Activities to Print Folder you will find a PPT file with posters and ICONS that you can use to create your own posters.



Phase 3 – Using AARMA

REFLECT – Use Your AARMA Goggles (10 mins)

Learning Intention

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

Success Criteria

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

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

Content and Activities

Use Your AARMA Goggles

Discussion: Using the Goggles

"Time to use the AARMA Goggles."

SLIDE 62: Turn to this slide, and have students open to **page 11** in their workbook.

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

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

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

Materials and Slides

- Module 1 Workbook page 11
- Module 1 PPT slides 62-67





Phase 3 – Using AARMA

REFLECT – Use Your AARMA Goggles (10 mins)

Content and Activities

Use Your AARMA Goggles (recap)

Key Point: What is AARMA, anyway?

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

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

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

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

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

Materials and Slides



Differentiation

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

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

Appendix

Teacher Guidance for Discussion AND Extension Activities



AARMA – Teacher Led Reflection

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

AWARENESS – I Notice

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

How would this make the school a BETTER place?

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

What would you see or not see?

More likely to see:

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

Less likely to see:

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

What would you hear or not hear?

More likely to hear:

- Are you okay?
- Sorry, I didn't realise ...
- Do you need help? Come and play with us.

Less likely to hear:

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

How might people feel or not feel?

More likely to feel:

- Noticed
- Safe
- Supported and included

Less likely to feel:

- Invisible
- Misunderstood
- Anxious and left out

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

ACCEPTANCE – I respect

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

How would this make the school a BETTER place?

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

What would you see or not see?

More likely to see:

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

Less likely to see:

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

What would you hear or not hear?

More likely to hear:

- That's okay, we're all different
- You can still join in
- Let's talk to them and get to know them

Less likely to hear:

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

How might people feel or not feel?

More likely to feel:

- Accepted
- Welcomed
- Relaxed being themselves

Less likely to feel:

- Judged
- Excluded
- Pressured to fit in



AARMA – Teacher Led Reflection

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

REGULATION – I control

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

How would this make the school a BETTER place?

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

What would you see or not see?

More likely to see:

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

Less likely to see:

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

What would you hear or not hear?

More likely to hear:

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

Less likely to hear:

- Yelling or arguing
- Blaming others
- Slamming desks or doors

How might people feel or not feel?

More likely to feel:

- Calm
- In control
- Respected

Less likely to feel:

- Stressed
- Tense
- Scared

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

MOTIVATION – I focus

With Motivation, people would put more effort into doing important things, even if they're hard or if they don't feel like it. We'd all help each other reach our goals.

How would this make the school a BETTER place?

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

What would you see or not see?

More likely to see:

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

Less likely to see:

- Giving up quickly
- Lack of interest or effort
- Procrastination or avoiding the work

What would you hear or not hear?

More likely to hear:

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

Less likely to hear:

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

How might people feel or not feel?

More likely to feel:

- Proud
- Energised
- Supported

Less likely to feel:

- Defeated
- Unmotivated
- Alone



AARMA – Teacher Led Reflection

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

ACCOUNTABILITY – I own

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

How would this make the school a BETTER place?

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

What would you see or not see?

More likely to see:

- Students owning up to mistakes or non-useful behaviour
- Fixing what they've done wrong
- Trying again with integrity and to do BETTER next time.

Less likely to see:

- Blaming others
- Hiding mistakes
- Avoiding responsibility

What would you hear or not hear?

More likely to hear:

- Sorry, that was my fault
- I'll fix it
- Next time I'll do better

Less likely to hear:

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

How might people feel or not feel?

More likely to feel:

- Trusted
- Safe
- Respected for honesty

Less likely to feel:

- Blamed unfairly
- Distrustful
- Scared to speak up

EXTENSION MATERIAL

AARMA Matching Card Game

Debrief Activities for the Matching Card Game

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

1. AARMA Principle Application Stories

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

2. Role-Play Scenarios

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

3. Creative Reflections

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

4. AARMA Principle Teaching

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

5. Discussion Circles

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

6. Challenge and Solution

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

SAMPLE



THE **BetterMe**
PROJECT