

aarma**me** 



**MEET AARMA**

Your human shield for  
success!



Secondary

SAMPLE

the **Better** Me  
project

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# Module 1

## Meet AARMA



In this module students will ...	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>UNDERSTAND</b> what the Better Me Project is, and how applying the AARMA Principles can support their personal growth and relationships.</li> <li><input type="checkbox"/> <b>DISCOVER</b> how the AARMA Principles act as practical tools for managing emotions, behaviour, and choices in everyday life.</li> <li><input type="checkbox"/> <b>REFLECT</b> on how building awareness of the brain and behaviour can contribute to greater wellbeing, stronger school communities, and a fairer society.</li> </ul>
Teacher preparation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the full module to understand the flow of activities, noting where deeper discussion may be needed for older students.</li> <li><input type="checkbox"/> Plan grouping strategies that will encourage debate, peer examples, and more complex perspectives (e.g., pair-share, small group, whole-class).</li> <li><input type="checkbox"/> Consider adapting real-life scenarios (school, social media, family, society) when modelling how the AARMA Principles can be applied.</li> </ul>
AARMA	<ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness, Acceptance, Regulation, Motivation, and Accountability are the five AARMA Principles.</li> <li><input type="checkbox"/> They involve NOTICING, RESPECTING, CONTROLLING, FOCUSING, and OWNING behaviour, actions and attitudes.</li> <li><input type="checkbox"/> The AARMA Principles will feature in all BETTER ME Units. This unit is designed to introduce students to this most important framework so that future units will be able to leverage the principles.</li> </ul>
Three big ideas	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding your brain and behaviour is a foundation for making wiser choices and growing into the kind of person you want to be.</li> <li><input type="checkbox"/> Learning to pause and view situations through the “AARMA lens” gives you a new perspective for handling stress, conflict, and decision-making.</li> <li><input type="checkbox"/> All five AARMA Principles are relevant to everyday life — they help you lead yourself, build stronger relationships, and contribute positively to your community.</li> </ul>
Key messages relevant for my class	

# Module 1

## Meet AARMA

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

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



# Module 1

## Meet AARMA

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

#### Core Competency:

Self-Awareness; Self-Management; Social Awareness

#### Learning Intention:

Students will be introduced to the *Better Me Project*, the five AARMA Principles, and the idea that building a stronger awareness of how their brain works can help them take ownership of their actions, strengthen relationships, and contribute to a more positive school environment.

#### Success Criteria:

- ***“I can explain what the Better Me Project is aiming to achieve and why it matters for me.”***
- ***“I understand how the brain sends and processes signals, and how distractions, stress, or emotions can interfere with this process.”***
- ***“I can identify and define the five AARMA Principles and explain them in my own words.”***
- ***“I can describe how the AARMA Principles could help me make better choices and improve the culture of my school community.”***

#### Differentiation:

- **Support:** Encourage students to work with concrete examples (e.g., situations from school, sports, or friendships) when applying each principle. Use structured scaffolds like sentence starters (“Awareness helps me notice when...”) or group the class into small teams to unpack each principle together.
- **Extend:** Challenge students to critically evaluate how well they and their peers already apply the AARMA Principles in daily life. Ask them to debate which principle is hardest for young people to practise consistently and why, drawing on their own experience and broader social examples.

#### Materials:

- Module 1 Workbook pages 1-4
- Module 1 PPT slides 1-33
- At least two balls or other objects that can be passed easily
- AARMA Introduction Video (on slide 16 but also separately in teacher materials)

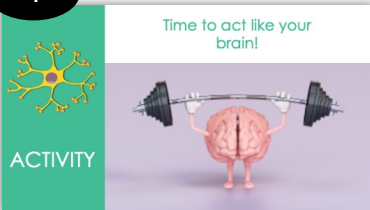
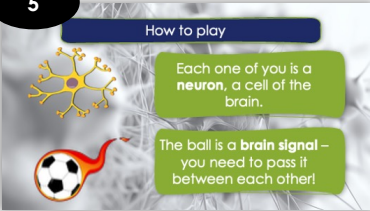



# Phase 1 – What is AARMA?

WARM UP – The Neuron Connection Chain (10 mins)	
Learning Intention	
Before learning about AARMA, students will explore how the brain processes multiple signals and distractions, and why managing focus and cognitive load is key to staying in control of their choices.	
Success Criteria	
<p><i>"I can explain how distractions affect how my brain works."</i></p> <p><i>"I can describe what happens when I try to do too many things at once."</i></p> <p><i>"I can link this to real-life situations where focus and self-control matter."</i></p>	
Content and Activities	Materials and Slides
<p><b>The Neuron Connection Chain</b></p> <p><b>Introduction: The Better Me Project</b></p> <p><b>SLIDE 1-2:</b> When you begin this lesson, make sure the PPT is on and displaying this first slide.</p> <p><i>"Today, we're starting a journey into understanding ourselves better. We'll be using something called the Better Me Project - a way of looking at how our minds and choices shape the kind of person we become."</i></p> <p><b>SLIDE 3:</b> During the next part, display each slide as it corresponds to each point.</p> <p><i>"The Better Me Project is designed to help you build a stronger version of yourself by understanding how your brain actually works."</i></p> <p><i>"The more you know about the way your brain processes thoughts, emotions, and decisions, the more power you have to choose your actions instead of just reacting."</i></p> <p><i>"When you learn to take control of your brain's signals, you open the door to making smarter choices, building resilience, and creating a healthier, more balanced life."</i></p>	<ul style="list-style-type: none"> <li>Module 1 PPT slides 1–13</li> <li>At least two balls or other objects that can be passed easily</li> </ul> <div> <div>1</div> </div> <div> <div>2</div> </div> <div> <div>3</div> </div>



# Phase 1 – What is AARMA?

WARM UP – The Neuron Connection Chain (10 mins)	
Content and Activities	Materials and Slides
<h2>The Neuron Connection Chain</h2> <p><b>Activity: Mixed Signals</b></p> <p>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.</p> <p><b>SLIDE 4:</b> Turn to this slide.</p> <p><b><i>“Let’s dig into how our brains really work. Your brain is made up of billions of neurons, tiny nerve cells that constantly send messages to one another. These signals carry your thoughts, your emotions, and even your decisions. When the signals flow smoothly, your brain processes information quickly. But when signals get interrupted, your focus and performance drop.”</i></b></p> <p><b>SLIDE 5:</b> Turn to this slide and read from it as you hand out the ball.</p> <p>Hand one student in the circle a ball, or something that can be passed easily like a throw cushion or small beanbag.</p> <p><b><i>“This ball represents a brain signal. Your job is to keep that signal moving. Just like in your brain, if the signal slows down or gets lost, everything else gets affected.”</i></b></p> <p><b>SLIDE 6:</b> Turn to this slide as you explain Round One.</p> <p><b><i>“This is the simplest version of how the brain works, signals passing smoothly from one place to another. Pass the ball around the circle as quickly and accurately as you can. If you drop it, it’s like your brain losing track of information.”</i></b></p> <p>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.</p>	<p><b>4</b></p>  <p><b>5</b></p>  <p><b>6</b></p> 





# Phase 1 – What is AARMA?

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

### Content and Activities

#### The Neuron Connection Chain

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

*“Now we’re adding in what’s called cognitive load. Every time you pass the ball, you also have to repeat a password I’ll set. I can change it at any time, or make it more complex, just like your brain has to adapt when new information suddenly comes in. If you forget the password, that’s like your brain misfiring under pressure.”*

Shout out an initial password (e.g., “focus”), then occasionally change it to something longer or trickier (e.g., “focus now” or “neuroplasticity”). Restart the signal if the rule is broken.

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

*“Now we’re going to overload the system. I’m introducing a second ball, another signal. You’ll have to manage two streams of information at once, and keep saying the password correctly. This shows how multitasking or stress can interfere with your brain’s ability to process things smoothly. Stay sharp!”*

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.

**SLIDE 9:** Turn to this slide as you explain Round Four.

*“Now we’re going to simulate what happens when your brain has to handle conflicting information. This time, two signals will be moving around the circle in opposite directions. You’ll need to keep track of both streams at once while still remembering the password. This is like when you’re revising for an exam and your group chat is buzzing with completely different information, it splits your attention and increases the chance of mistakes.”*

Start two balls at different points in the circle, moving in opposite directions. Students must continue saying the password when they pass either ball. If either ball is dropped or the password is missed, reset and start again.

Once the activity is finished, return the classroom to normal.

### Materials and Slides





# Phase 1 – What is AARMA?



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

### Content and Activities

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

**SLIDE 10:** Turn to these slides as you ask the students to reflect.

- ? *“How did Round One feel compared to Round Two and Round Three?”*
- ? *“What changed when we added in competing signals going in opposite directions in Round Four?”*
- ? *“How did your focus, reaction speed, or decision-making change once the pressure increased?”*

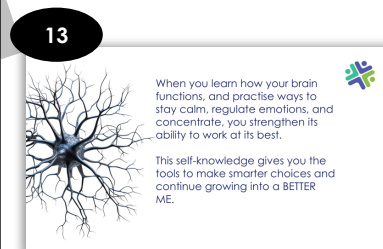
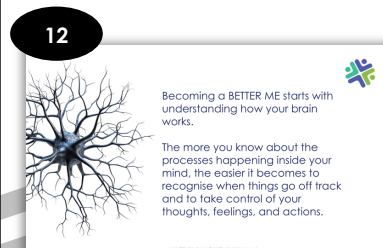
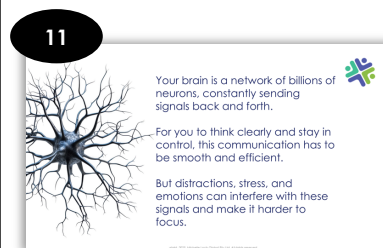
**SLIDES 11-13:** As you explain the key point, go through the slides as each section is mentioned.

*“There is a huge amount of coordination happening in your brain at all times. Billions of neurons are constantly firing, passing signals that carry your thoughts, your emotions, and your decisions. When everything is flowing smoothly, your brain works efficiently. But stress, distractions, or conflicting information can throw that process off.”*

*“To grow into a Better Me, you need to understand what pushes your brain into overload and learn strategies to stay in control. That’s where AARMA comes in. It’s about noticing what’s happening, calming down, focusing on what matters, and choosing your actions instead of reacting without thinking. When you train your brain to handle challenges, you strengthen it, just like training a muscle. The more you practise staying calm and focused, the better your brain becomes at managing signals, pressure, and conflict in real life.”*

- ? *“What kinds of things in your daily life overload your brain or pull your attention in different directions? Think about things like emotions, stress, multitasking, social distractions, or even conflicting priorities.”*

### 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:

- Add a timed challenge: *“How long can your group keep all three signals going?”*
- Introduce alternating directions or two balls at once.

As a debrief activity, ask students to reflect on a personal example of multitasking stress (e.g., study + social media) and how they could use AARMA to respond differently.



# 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 five AARMA Principles. They will begin to explore how these principles connect to self-management, relationships, and becoming more intentional in their choices.

### Success Criteria

*"I can name and explain the five AARMA Principles."*

*"I can explain why these principles are important for taking responsibility and growing as a person."*

### Content and Activities

#### AARMA Introduction Video

##### First Watch

*"Let's watch this video and learn about AARMA."*

**SLIDES 14-15:** Turn to slide 14, and have students open to **pages 1 and 2** in their workbook - the transcript of the video - reminding them to do so with slide 15.

**SLIDE 16:** Play the video on slide 16, making sure students can follow along with the transcript.

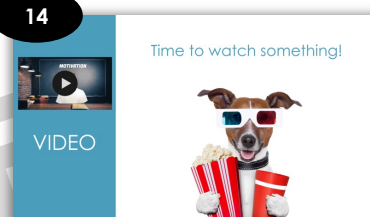
- ? *"What idea or message stood out to you most in the video?"*
- ? *"What did you learn about yourself, or people in general, from the video?"*
- ? *"Which principle do you think will be the most useful for you in high school, and why?"*

NOTE: The video is quite long so you may choose to only play it later in the module. If you do not play it, talk students through the names of the five AARMA Principles. The transcript in the student workbook will assist.

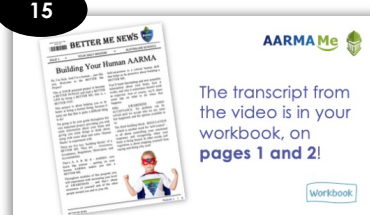
### Materials and Slides

- Module 1 Workbook pages 1-2
- Module 1 PPT slides 14-16
- AARMA Introduction Video (on slide 16 but also separately in teacher materials)

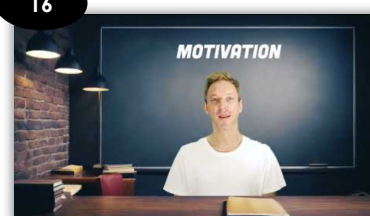
14



15



16



### Differentiation

**Support:** Replay sections of the video and pause to unpack complex terms or examples. Allow students to highlight or annotate the transcript while they watch, noting unfamiliar words or key sentences. Offer guiding questions like, "Which part do you think connects to dealing with stress at school?"

**Extend:** Ask students to share whether they've encountered any of these principles, without knowing their names, in their own life or in media (movies, sports, stories).

# Phase 1 – What is AARMA?



## PRESENT – The Five AARMA Principles (10 mins)

### Learning Intention

Students will critically explore the five AARMA Principles, developing a deeper understanding of how these ideas connect to their own wellbeing, identity, and decision-making. They will begin to analyse how these principles function as tools for personal growth and resilience. All future modules and units will link back to this foundational framework.

### Success Criteria

- "I can identify and explain the five AARMA Principles."*
- "I can reflect on how each principle relates to my own life and choices."*
- "I can evaluate which principles are most relevant to challenges I face now, and which ones I need to strengthen further."*

### Content and Activities

#### The Five AARMA Principles

##### Discussion: My Human AARMA

**SLIDE 17:** As you turn to this slide, tell students to turn to **page 3** in their workbooks.

**"Let's go deeper into the five AARMA Principles. They aren't just vocabulary words to remember; they're ideas you can test in your own life. Today, instead of just writing them down, I want you to think about how they actually apply to you."**

**SLIDE 18:** Turn to this slide, but do not start revealing the AARMA Principles until the instruction part.

**"As we go through each principle, don't just copy the name into your workbook. Instead, write a short reflection sentence. Think about when you've already used this principle in real life, even if you didn't call it by that name. Or, think about a challenge coming up this year where this principle might make a difference."**

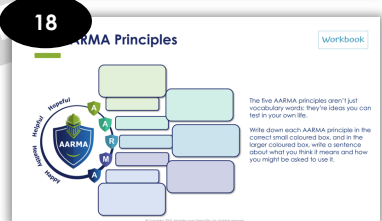
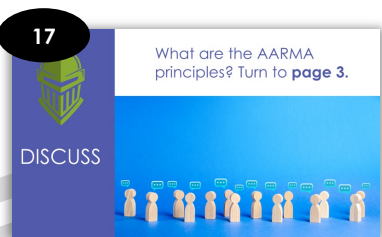
Reveal each Principle one by one and tell the students to write a short sentence in each box.

**SLIDE 19:** Turn to this slide after they are finished writing.

- ?** *"Which principle feels like your strongest right now?"*
- ?** *"Which principle is hardest for you to apply?"*
- ?** *"If you could pick just one principle to focus on improving this year, which one would you choose, and why?"*

### Materials and Slides

- Module 1 Workbook page 3
- Module 1 PPT slides 17–19



### Differentiation

**Support:** Go through the script on workbook pages 1 and 2 if the definitions still elude students.

**Extend:** Challenge students to debate: "Which AARMA principle is the most important for long-term success?" and justify their answer with reasoning and examples.



# Phase 1 – What is AARMA?

## PRACTICE – AARMA Word Challenge (10 mins)

### Learning Intention

Students will strengthen their understanding of the AARMA Principles by analysing and sorting key vocabulary into categories, reinforcing how different words connect to the five principles.

### Success Criteria

*"I can recall and identify the five AARMA Principles."*

*"I can correctly sort words into the categories that match each principle."*

*"I can explain why certain words belong under one principle rather than another."*

### Content and Activities

#### Word Challenge

**Activity:** Word Challenge

**SLIDE 20:** Turn to this slide, and tell students to turn to **page 4**.

*"Now we're going to do a challenge that will test whether you understand which ideas connect to each AARMA Principle."*

**SLIDE 21:** Introduce the activity.

*"On the page you'll see a bank of words. Some clearly belong with Awareness, Acceptance, Regulation, Motivation, or Accountability. Your job is to sort the words into the correct boxes. A few don't belong with AARMA. If you think a word could fit in more than one category, be ready to explain your reasoning."*

After students complete the page, display the answers and lead a discussion.

? *"Which words were easy to place?"*

? *"Which ones were trickier?"*

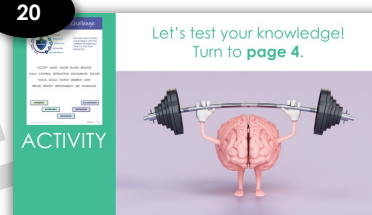
? *"Did you disagree with anyone about where a word should go? Why?"*

**ANSWER KEY:** AWARENESS (notice, see, observe); ACCEPTANCE (accept, respect, tolerance); REGULATION (control, breathe, calm); MOTIVATION (focus, goals, encourage); ACCOUNTABILITY (own, responsibility, admit); DON'T BELONG: (excuse, blame, anger, distraction, refuse)

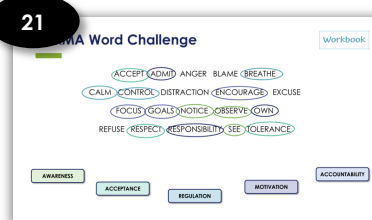
### Materials and Slides

- Module 1 Workbook page 4
- Module 1 PPT slides 20-21

20



21



### Differentiation

**Support:** Provide a quick reminder on the board of what each principle means in one sentence to help guide sorting.

**Extend:** Ask students to add one extra word of their own for each principle and explain why it fits.





# Phase 1 – What is AARMA?

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

### Learning Intention

Students will explore the deeper meaning of the AARMA Principles, connect the “I...” action statements to real-life behaviour, and consider how applying these principles could create a more positive school culture.

### Success Criteria

**“I can explain what each of the five AARMA Principles means in my own words.”**  
**“I can connect each principle to a realistic action or choice I might make.”**  
**“I can evaluate how using AARMA could change my school experience and relationships.”**

### Content and Activities

#### A Better School with AARMA

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

**SLIDE 22:** Turn to this slide.

**“Let’s go deeper into what the AARMA Principles actually mean - not just the words themselves, but how they show up in real life.”**

**SLIDE 23:** Turn to this slide, and read out what is displayed on it, revealing each point one by one.

**“Awareness is noticing what’s happening around you and inside you. It’s being conscious of how your actions affect others and how their actions affect you. The action linked to Awareness is: I NOTICE.”**

**SLIDE 24:** Turn to this slide, and read out what is displayed on it, revealing each point one by one.

**“Acceptance is about respecting yourself and others, even when mistakes happen or people are different. It’s also about recognising what you can’t control and not wasting energy on it. The action linked to Acceptance is: I RESPECT.”**

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

**“Regulation is your ability to manage your thoughts, emotions, and behaviours. Instead of reacting instantly, you take a moment to think and choose your response. The action linked to Regulation is: I CONTROL.”**

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

**“Motivation is what drives you to act - even when things are tough or you’d rather quit. It’s about holding on to your goals and staying persistent. The action linked to Motivation is: I FOCUS.”**

### Materials and Slides

- Module 1 PPT slides 22-33

22

What do the five principles really mean?

KEY POINT

23

**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!

24

**ACCEPTANCE**

Accepting yourself

- Who you are, ok with their 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
- Accept and learn and make right

25

**REGULATION**

Staying calm and pausing

- Noticing your emotions and controlling them before you make decisions and choices

Choosing your actions wisely

- Making wise choices and useful decisions based on fact

Being in control of your brain

- Not letting your brain be in control of YOU and your mind.

26

**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

- Staying the course even when things get tough

Focusing on your goals

- Having clear goals and not getting distracted.



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

**“Accountability means taking responsibility for your choices and the consequences, good or bad. It’s about being honest with yourself and others, and following through on commitments. The action linked to Accountability is: I OWN.”**

**Discussion: A Better School (Refer page 30 for guidance)**

**SLIDE 28:** Turn to this slide and ask the question.

**?** **“How would our school be better if everyone genuinely used the AARMA Principles?”**

**SLIDE 29:** Turn to this slide after the discussion.

**“With Awareness, people would be more mindful of how their behaviour impacts others. They would notice when their words or actions are making someone feel left out, uncomfortable, or stressed. Being aware also means paying attention to what’s happening around you, like picking up when a group project is going off track or when a classmate needs help. If everyone practiced Awareness, our school would feel more respectful and supportive, because people would actually notice what’s needed and take action.”**

**SLIDE 30:** Turn to this slide after the discussion.

**“With Acceptance, differences would be respected and conflict reduced. Acceptance means not judging people because they look, think, or act differently to you. Instead of criticising or gossiping, people would learn to value diversity and realise that no one has to be perfect. This doesn’t mean ignoring problems, but recognising that mistakes and differences are part of life. A school with Acceptance would feel safer and kinder, where students can be themselves without worrying about being excluded or put down.”**

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

**“With Regulation, arguments and impulsive actions would decrease. Regulation is about keeping your cool when emotions are running high. Instead of snapping back at a teacher, storming out of a class, or fighting with friends, you’d learn to pause, breathe, and choose a smarter response. This doesn’t mean hiding your feelings, but managing them so they don’t control you. If more students practiced Regulation, the school would be calmer, less chaotic, and more focused on learning.”**



### Materials and Slides







# Phase 1 – What is AARMA?

PRODUCE – A Better School with AARMA (10 mins)	
Content and Activities	Materials and Slides
<p><b>Key Point: The Five Words and their Actions (cont'd)</b></p> <p><b>SLIDE 32:</b> Turn to this slide after the discussion.</p> <p><i>“With Motivation, more students would push through challenges instead of giving up. Motivation is what keeps you working towards a goal, even when you’re tired, bored, or tempted to quit. It’s about finding reasons to keep going, like wanting to improve your grades, make your team proud, or finish something you started. In a motivated school, you’d see students encouraging each other, trying harder in sports, music, or classwork, and celebrating progress - not just results. Everyone would push a little harder, and the whole school would achieve more.”</i></p> <p><b>SLIDE 33:</b> Turn to this slide after the discussion.</p> <p><i>“With Accountability, people would own their mistakes and build more trust. Accountability is not about blaming, it’s about taking responsibility for your actions and fixing things when they go wrong. For example, if you missed a deadline, you’d admit it, apologise, and figure out how to improve next time. If you hurt someone with your words, you’d own up and make it right. A school with Accountability would be a place where students and teachers trust each other more, because promises are kept and honesty is valued.”</i></p>	 
Differentiation	
<p><b>Support:</b> Break down each principle with relatable examples (e.g., Awareness = noticing when your tone is hurting someone, Regulation = taking a breath before answering back). Allow students to work in pairs to rephrase “I...” actions in their own language.</p> <p><b>Extend:</b> Challenge students to critically evaluate: <i>Would using AARMA really make school better? Why or why not?</i> Ask them to explore barriers (peer pressure, stress, habits) and suggest realistic strategies for overcoming them.</p>	

Refer to the Appendix page 30 for guidance for a teacher-led reflection exercise

# Module 1

## Meet AARMA



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

#### Core Competency:

Self-Awareness; Self-Management; Social Awareness

#### Learning Intention:

Students will deepen their understanding of the AARMA Principles by exploring how they connect to real-world decision-making and relationships. Through the AARMA Goggles framework, guided video analysis, story-based applications, and a strategic matching game, students will learn how to interpret, evaluate, and apply each Principle in more complex and age-appropriate contexts.

#### Success Criteria:

- ***"I can explain the meaning of each AARMA Principle using its 'I...' action statement."***
- ***"I can connect each AARMA Principle to examples drawn from school life, friendships, or challenges outside of school."***
- ***"I can analyse how the AARMA Principles influence behaviour, decision-making, and relationships in everyday contexts."***
- ***"I can apply the AARMA Principles thoughtfully in my own life and explain the impact of doing so."***

#### Differentiation:

- **Support:** Activities such as Story Match and Memory Card can be done collaboratively in small groups or as a whole class to provide extra guidance.
- **Extend:** Students can go beyond the activities by generating their own "mini case studies" that illustrate the use of each AARMA Principle. Extension students may also debate which Principle is most difficult to apply and why.

#### Materials:

- Module 1 Workbook pages 1-2, 5-6
- Module 1 PPT slides 34-51
- AARMA Introduction Video (on slide 40 but also separately in teacher materials)
- AARMA Memory Cards, copied and pre-cut from the Teacher's Guide Appendix pages 35-37; one set per student group required



# Phase 2 – Understanding AARMA

## PRESENT – The AARMA Goggles (10 mins)

### Learning Intention

Students will deepen their understanding of the AARMA Principles by linking each principle to its corresponding “I...” action statement and applying these to real-life examples. They will begin to see the AARMA Principles as a decision-making filter they can use in everyday situations.

### Success Criteria

**“I can explain what each of the five AARMA Principles means in my own words.”**  
**“I can connect each principle to an ‘I...’ action and provide examples of how it might look in real life.”**  
**“I can use the AARMA Principles as a framework to think about how I handle challenges or decisions.”**

### Content and Activities

#### The AARMA Goggles

**Discuss: Making the Goggles**

**SLIDE 34:** Show this slide as you start.

**?** **“What are the AARMA Principles again? How might they change the way we act in difficult situations?”**

**SLIDE 35:** Turn to this slide.

**“The AARMA Principles are like a lens we can look through when life gets complicated. Instead of reacting on impulse, we can pause and apply these principles to guide our choices. Think of the AARMA Principles as a toolkit.”**

**“When things get tough, putting on your ‘AARMA Goggles’ means asking yourself: Which principle can I use here? What action fits this moment best?”**

### Materials and Slides

- Module 1 Workbook page 5
- Module 1 PPT slides 34-37



# Phase 2 – Understanding AARMA



## PRESENT – The AARMA Goggles (10 mins)

### Content and Activities

### The AARMA Goggles

#### Activity: The AARMA Goggles

**SLIDE 36:** Turn to this slide and ask students to turn to **page 5** in their workbooks.

*“Each AARMA Principle connects to an action. Awareness is I notice; Acceptance is I respect; Regulation is I control; Motivation is I focus; and Accountability is I own. Instead of just copying these into boxes, I want you to think about what these actions mean, and write down what you think.”*

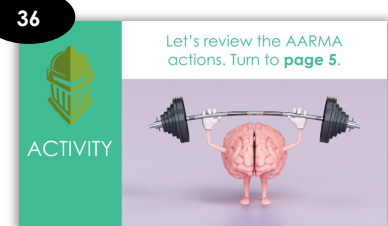
**SLIDE 37:** Turn to this slide, and go through each Principle and action word. Then, elicit some ideas from students about what “I notice” might mean in terms of Awareness. With this one example done, direct students to fill in the workbook page.

Then, go through each principle with students, making sure a lot of answers are heard.

When done, ask some questions to spark discussion.

- ? *“What does it mean to notice in a way that helps others?”*
- ? *“What is respect, exactly, and how does it apply to you and others?”*
- ? *“Have you ever had to control your emotions before they controlled you?”*
- ? *“What helps you stay focused? Do you get distracted?”*
- ? *“What does it look like to truly own up to a mistake?”*

### Materials and Slides



### Differentiation

**Support:** Encourage students to look back at earlier workbook pages (definitions of AARMA Principles). If stuck, they can start with sentence stems (e.g., “I notice when...”, “I respect when...” ) to scaffold their thinking.

**Extend:** Ask students to link **two or more principles together** in one situation (e.g., “In sport, I respect the referee’s decision, control my frustration, and focus on the next play.”). Students could also reflect on which principle they find hardest to use and why.



# Phase 2 – Understanding AARMA

## PRESENT – AARMA Video Rewatch (5 mins)

### Learning Intention

Students will rewatch the AARMA Introduction Video, this time focusing more deeply on the meaning of each principle and how it connects to their own experiences and decision-making.

### Success Criteria

***"I can clearly explain what each of the AARMA Principles means in my own words."***  
***"I understand how the AARMA Principles act as tools to help me make better choices and grow as a person."***

### Content and Activities

#### AARMA Introduction Video

##### Second Watch

***"Let's watch the introduction video again, but this time, pay closer attention. Think about what each principle really means and how it could apply to your own life."***

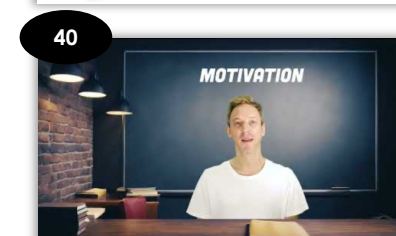
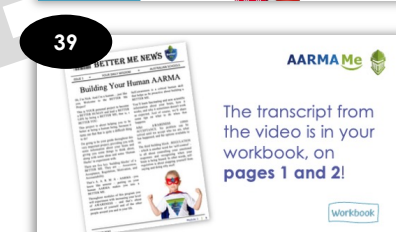
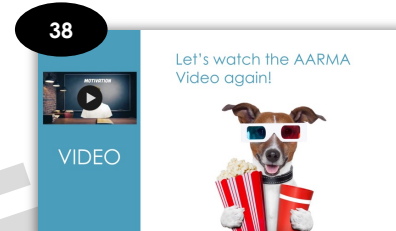
**SLIDES 38-39:** Turn to slide 38, and have students open to **pages 1 and 2** in their workbook - the transcript of the video - reminding them to do so with slide 39.

**SLIDE 40:** Play the video on slide 40, making sure students can follow along with the transcript.

- ? ***"What is the Better Me project really about?"***
- ? ***"How does Nick describe Awareness, and why do you think it matters?"***
- ? ***"What's the next principle after Awareness, and how would you explain it in your own words?"***
- ? ***"What does Regulation look like in real life? How do people use it when things get difficult?"***
- ? ***"Have you ever experienced a time when you lacked Motivation? What did that feel like?"***
- ? ***"What is Accountability, and why it is important for both yourself and the people around you?"***

### Materials and Slides

- Module 1 Workbook pages 1-2
- Module 1 PPT slides 38-40
- AARMA Introduction Video (on slide 40 but also separately in teacher materials)



### Differentiation

**Support:** Replay the video in sections, pausing after each principle for a short recap. Ask students to underline or highlight parts of the transcript that explain each principle in simple terms. Clarify meanings through short examples if students get stuck (e.g., "Regulation means keeping cool when you're angry.").

**Extend:** Encourage students to think about real-life times when they have used one of the principles, and also when they might have ignored one. Push students to make connections between the principles and their role in building personal character, friendships, and school culture.





# Phase 2 – Understanding AARMA

## PRACTICE – AARMA Story Matching (10 mins)

### Learning Intention

Students will strengthen their understanding of the AARMA Principles by connecting each principle to a real-world scenario. They will begin to see how the AARMA actions are applied in everyday life, and how they might apply them personally.

### Success Criteria

**"I can explain how each AARMA Principle shows up in real-life situations."**  
**"I can give examples of how the AARMA actions might apply to challenges I face at school, at home, or with friends."**

### Content and Activities

#### AARMA Story Matching

##### Activity: Matching the Stories

**"Let's test how well we understand the AARMA Principles by looking at how they appear in real-life examples."**

**SLIDE 41:** Turn to this slide and tell students to turn to **page 6**.

**"Now that we know the name and meaning of each AARMA Principle, let's read through these short scenarios. Each story connects to one of the AARMA actions, and your task is to figure out which one."**

**SLIDE 42:** Display this slide, but do not reveal the answers just yet.

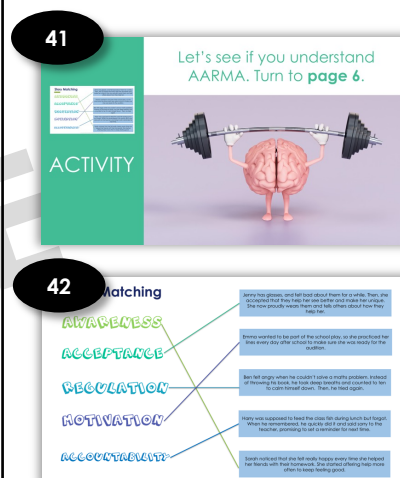
In the workbook, students can draw lines to connect the stories with the AARMA Principles. Once finished, reveal the answers on the slide one by one.

**?** **"What does each of these examples show us about using AARMA in real life?"**

**?** **"Which principle do you think is hardest to use in real life? Why?"**

### Materials and Slides

- Module 1 Workbook page 6
- Module 1 PPT slides 41-42



### Differentiation

**Support:** Allow students to work in pairs so they can discuss which principle matches each story. Provide one example as a model before they begin (e.g., "Regulation might be when someone calms down before responding to a problem").

**Extend:** Ask students to rewrite one of the scenarios in their own words, using a more complex or realistic situation for their age group. For example, instead of "Emma practiced for the school play," they might write about preparing for a sports trial, a big test, or a leadership role.





# Phase 2 – Understanding AARMA

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

### Learning Intention

Students will deepen their understanding of the AARMA Principles by analyzing and applying them in more complex ways. They will engage in a strategic memory activity that challenges them to recognize connections between the principles, their action statements, and real-life implications.

### Success Criteria

***"I can clearly explain the difference between an AARMA Principle and an AARMA Action."***  
***"I can strategically pair AARMA Principles with their action statements and justify why they belong together."***  
***"I can explain how these principles apply to real-life situations and reflect on the outcomes of using them, or not using them."***

### Content and Activities

#### AARMA Matching Card Game

##### Discussion: Matching Card Game

**SLIDE 43:** Show this slide at the beginning of the discussion.

***"Today we're going to push our understanding of the AARMA Principles a little further. You already know the five key principles and their actions, but can you recognize them when they're scrambled, disguised, or presented in tricky ways?"***

**SLIDE 44-45:** Turn to these slides while you give the instructions.

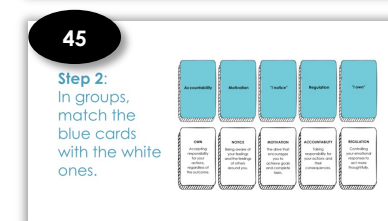
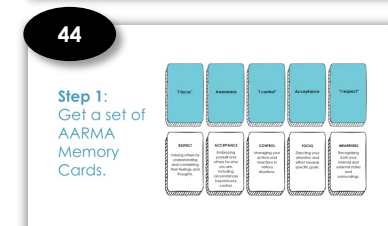
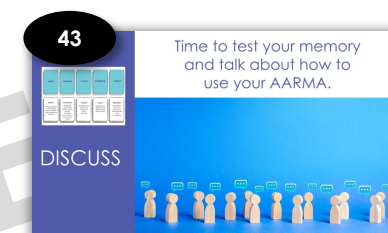
Make sure you have a set of Matching Cards for each group. There should be ten blue cards and twenty white ones, ten of those being incorrect (see Appendix for key).

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

***"Sort the blue cards from the white ones and try to pair each blue word or action with its match. There are five AARMA Principles and five AARMA Actions on the blue cards, and each of them has a matching explanation on a white card. But watch out! There are two explanations for each Principle – one is wrong, and one is right. You need to figure out which one is the correct explanation, and match that."***

### Materials and Slides

- Module 1 PPT slides 43-51
- AARMA Memory Cards, copied and pre-cut from the Teacher's Guide Appendix; one set per student group required



# Phase 2 – Understanding AARMA



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

### Content and Activities

#### AARMA Matching Card Game

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

**SLIDE 46:** 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 47:** Turn to this slide when ready.

*“Start with AWARENESS and the NOTICE card. Awareness is about more than just seeing something. it’s about truly paying attention to yourself and others, and recognising what might otherwise be overlooked.”*

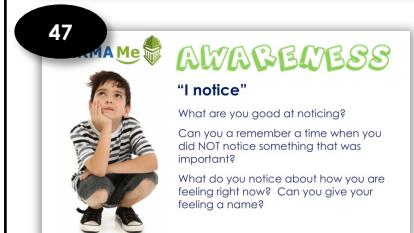
- ? *“What kinds of things are you genuinely good at noticing, in yourself, in others, or in the world around you?”*
- ? *“Think of a time when you completely missed something important. Why do you think you didn’t notice it?”*
- ? *“What do you notice about your current state right now, your feelings and your energy? Can you put a name to your emotions right now?”*

**SLIDE 48:** Turn to this slide when ready.

*“Now let’s shift to ACCEPTANCE and the RESPECT card. Acceptance isn’t about agreeing with everything; it’s about recognising differences, showing respect, and learning to live with situations you can’t control.”*

- ? *“What do you find easiest to accept in others? What do you find hardest?”*
- ? *“Can you remember a moment where accepting something, or someone, was really difficult? What made it hard?”*
- ? *“What are some things in life that people simply have to accept, even if they don’t like it? Why?”*

### Materials and Slides





# Phase 2 – Understanding AARMA

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

Content and Activities	Materials and Slides
<p><b>AARMA Memory Card Game</b></p> <p><b>Key Point:</b> <i>Using the AARMA Actions (cont'd)</i></p> <p><b>SLIDE 49:</b> Turn to this slide when ready.</p> <p><i>“Next is <b>REGULATION</b> and the <b>CONTROL</b> card. This is about more than just ‘calming down.’ Regulation is about choosing how to respond when you feel strong emotions or face pressure.”</i></p> <p>? <i>“When do you feel you have strong control over your emotions and reactions?”</i></p> <p>? <i>“When are you least able to control yourself, and what happens as a result?”</i></p> <p><b>SLIDE 50:</b> Turn to this slide when ready.</p> <p><i>“Now let’s look at <b>MOTIVATION</b> and the <b>FOCUS</b> card. Motivation is the inner drive to keep going, but focus is what directs that drive toward something meaningful. Together, they shape perseverance.”</i></p> <p>? <i>“When do you feel motivated, without anyone pushing you?”</i></p> <p>? <i>“What makes your motivation go away the fastest? What types of chores or situations? Why?”</i></p> <p><b>SLIDE 51:</b> Turn to this slide when ready.</p> <p><i>“The final one is <b>ACCOUNTABILITY</b> and the <b>OWN</b> card. Accountability is about honesty and responsibility—it’s about owning your actions, especially when things go wrong. It’s easy to claim success, but much harder to admit mistakes.”</i></p> <p>? <i>“Why do you think it can be uncomfortable to admit when we’re wrong or when we’ve made a mistake?”</i></p> <p>? <i>“Why is accountability a good thing, even when it might feel difficult or unfair?”</i></p>	<p><b>49</b></p> <p><b>AARMA Me REGULATION</b></p> <p><b>“I control”</b></p> <p>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?</p> <p><b>50</b></p> <p><b>AARMA Me MOTIVATION</b></p> <p><b>I CAN</b></p> <p><b>“I focus”</b></p> <p>When do you feel motivated to do things? When is it hard to be motivated? What would you like to be more motivated about and why?</p> <p><b>51</b></p> <p><b>AARMA Me ACCOUNTABILITY</b></p> <p><b>I’m Sorry!</b></p> <p><b>“I own”</b></p> <p>Why is it hard to be accountable and own your mistakes? Why should we be accountable, even if it’s difficult? What is one thing you want to be get better at being accountable for?</p> <p><b>REFER TO EXTENSION ACTIVITIES IN THE APPENDIX PAGE 33</b></p>
<p><b>Differentiation</b></p> <p><b>Support:</b> Allow students to work with fewer distractor cards during play, or do the whole activity as a class.</p> <p><b>Extend:</b> Ask students to invent their own fake card and challenge another group to spot it. Push groups to connect their matched pairs to real-world examples <i>beyond school</i> (e.g., sports teams, friendships, family, online interactions). Encourage students to create a quick role-play showing their principle in action vs. being ignored.</p>	



# Module 1

## Meet AARMA

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

#### Core Competency:

Self-Awareness; Self-Management; Social Awareness

#### Learning Intention:

Students will consolidate and extend their understanding of the AARMA Principles by applying them across multiple activities. They will strengthen recall, critically analyse how AARMA applies to their own lives, and explore creative ways of expressing these principles through text, visuals, and role play.

#### Success Criteria:

***“I can recall and explain the five AARMA Principles and their associated action statements with confidence.”***

***“I can evaluate situations where AARMA is or is not applied and suggest alternatives.”***

***“I can communicate my understanding of an AARMA Principle through a visual representation that teaches others.”***

***“I can use the AARMA Goggles concept to reflect on how these principles show up in real-life contexts.”***

#### Differentiation:

**Support:** Provide sentence starters, visual prompts, or partially completed infographics for students who need scaffolding. During Rapid Recall or Quiz, allow paired work so they can build confidence together.

**Extend:** Challenge students to go beyond recall by debating which AARMA Principle is the most essential for their age group, or by creating an infographic aimed at teaching younger students. In the AARMA Goggles task, have students role-play contrasting “with and without AARMA” scenarios to deepen reflection and empathy.

#### Materials:

- Module 1 Workbook pages 1-2, 7-8
- Module 1 PPT slides 52-65
- AARMA Introduction Video (on slide 56 but also separately in teacher materials)
- A piece of poster paper for each student (or student group)
- Markers, coloured pencils, highlighters
- Printed blank posters using the AARMA Icons on poster pages provided to your Program Manager.



# Phase 3 – Using AARMA

PRESENT – AARMA Rapid Recall (5 mins)	
Learning Intention	
Students will consolidate their knowledge of the AARMA Principles through an interactive recall and application challenge that tests not just memory but also understanding. They will practice explaining the Principles in their own words.	
Success Criteria	
<p><i><b>"I can recall and define each AARMA Principle with confidence."</b></i></p> <p><i><b>"I can explain the action statement linked to each Principle in my own words."</b></i></p> <p><i><b>"I can apply the AARMA Principles to new examples or scenarios I haven't seen before."</b></i></p>	
Content and Activities	Materials and Slides
<p><b>AARMA Rapid Recall</b></p> <p><b>Activity: Rapid Recall</b></p> <p><b>SLIDE 52:</b> Display this slide at the beginning.</p> <p><i><b>"Let's test how well you remember AARMA. We're going to go beyond just naming the Principles, you'll need to show you understand what they mean."</b></i></p> <p><b>SLIDE 53:</b> Turn to the next slide as you explain the instructions for the rapid recall activity.</p> <p>First, call out all out each letter (A, A, R, M, A). Students respond with the Principle name and its matching "I..." statement.</p> <p>Then, In pairs, students take turns quizzing each other. One asks: <b>"What is R in AARMA and what does it mean?"</b> The partner answers, then they swap roles.</p>	<ul style="list-style-type: none"> <li>Module 1 PPT slides 52-53</li> </ul> <div> <div>52</div> <div> <p>Let's see if you can remember all the parts of AARMA!</p> <p>ACTIVITY</p> </div> </div> <div> <div>53</div> <div> <p>Rapid Recall!</p> </div> </div>
Differentiation	
<p><b>Support:</b> Provide sentence starters or prompts (e.g., "A = Awareness, which means I..."). Allow students to keep their workbook open for the first round.</p> <p><b>Extend:</b> Increase the challenge by asking students to come up with scenarios the Principles could be applied to.</p>	





# Phase 3 – Using AARMA

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

### Learning Intention

Students will revisit the AARMA Introduction Video, consolidating their knowledge of the five Principles and preparing to apply them in the upcoming quiz.

### Success Criteria

***"I can clearly explain what each of the AARMA Principles means and why it matters."***  
***"I can make connections between the AARMA Principles and real-life situations in school, friendships, or personal challenges."***

### Content and Activities

#### AARMA Introduction Video

##### Final Watch

***"Let's revisit the AARMA Introduction Video one final time. This time, pay close attention to the details, because we'll be discussing and testing your understanding of the Principles right after."***

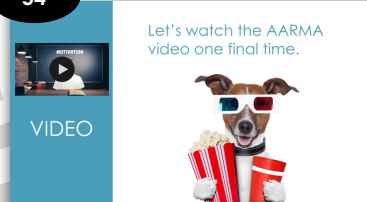
**SLIDES 54-55:** Turn to slide 54, and have students open to **pages 1 and 2** in their workbook - the transcript of the video - reminding them to do so with slide 55.

**SLIDE 56:** Play the video on slide 56, making sure students can follow along with the transcript.

### Materials and Slides

- Module 1 Workbook pages 1-2
- Module 1 PPT slides 54-56
- AARMA Introduction Video (on slide 58 but also separately in teacher materials)

54



55



56



### Differentiation

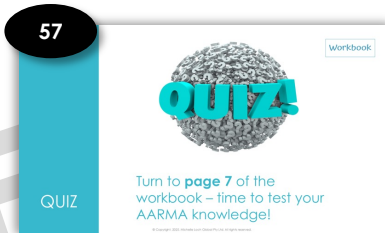
**Support:** Replay sections of the video if needed, pausing after each Principle is mentioned to clarify meaning and provide examples. Encourage students who are struggling to highlight or underline words in the transcript that help them remember each Principle.

**Extend:** Invite students to ask questions of their own, e.g., "Which Principle do you think has the most impact in school life, and why?" Students can also be challenged to predict possible quiz questions and draft their own answers as preparation.





# Phase 3 – Using AARMA

PRACTICE – AARMA Video Quiz (10 mins)	
Learning Intention	
Students will consolidate their understanding of the AARMA Principles by completing a structured multiple-choice quiz.	
Success Criteria	
<p><i>"I can demonstrate my understanding of the AARMA Principles by answering multiple-choice quiz questions."</i></p> <p><i>"I can explain how the AARMA Principles connect to real-life situations and personal choices."</i></p> <p><i>"I can reflect on my current understanding of AARMA and identify areas where I can grow further."</i></p>	
Content and Activities	Materials and Slides
<p><b>AARMA Video Quiz</b></p> <p><b>Quiz</b></p> <p><b>SLIDE 57:</b> Turn to this slide and instruct students to turn to <b>page 7</b> of the workbook.</p> <p><i>"Time to test your knowledge of the AARMA words and the video."</i></p> <p>In pairs, small groups, or as a class, complete the Quiz on <b>page 7</b>.</p> <p>Answers: <b>1-C, 2-B, 3-C, 4-B, 5-D, 6-B</b></p> <p>? <i>"Which Principle do you think is easiest to use in your everyday life, and why?"</i></p> <p>? <i>"Which Principle do you think would be the hardest to use?"</i></p> <p>? <i>"Will using these Principles make a difference in every day life?"</i></p>	<ul style="list-style-type: none"> <li>Module 1 Workbook page 7</li> <li>Module 1 PPT slide 57</li> </ul> 
Differentiation	
<p><b>Support:</b> Clarify vocabulary in the quiz for students who need it. Encourage them to revisit the transcript or their notes to double-check answers.</p> <p><b>Extend:</b> Ask students to create one original multiple-choice question for an AARMA Principle, then swap with a peer to answer. Select a few of the strongest questions to add to an "AARMA Master Quiz."</p>	



# Phase 3 – Using AARMA

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

### Learning Intention

Students will design an infographic based on one of the AARMA Principles, combining key words, images, and short explanations to communicate its meaning and practical importance to their peers.

### Success Criteria

***"I can explain why one of the AARMA Principles matters in everyday life."***  
***"I can create a clear and visually engaging infographic that shows how this principle is applied in real situations."***  
***"I can use both words and visuals to make my message clear to an audience my own age."***

### Content and Activities

#### Make an AARMA Infographic

##### Activity: Make an AARMA Infographic

**SLIDE 58:** Show this slide at the beginning of the activity.

***"Let's see if you can make an infographic out of one of the five AARMA Principles."***

**SLIDE 59:** 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. The group must design an infographic that explains the principle in a way that would make sense to another Year 7 student.

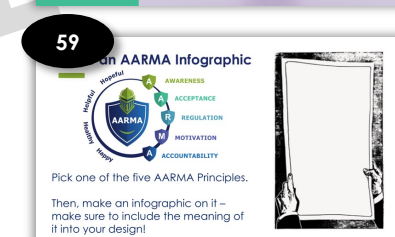
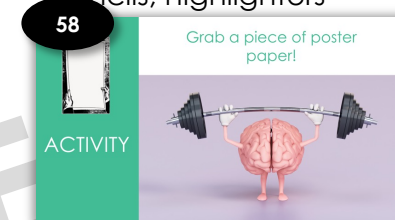
The chosen AARMA Principle should be bold and central, and include a short definition or explanation in their own words.

At least one real-life example of how this principle could be applied should be obvious, using visuals, icons, or diagrams to help explain your idea clearly.

**?** ***"Why did you choose this AARMA Principle? How do you see it showing up in your own life or at school?"***

### Materials and Slides

- Module 1 PPT slides 58-59
- A piece of poster paper for each student (or student group)
- Markers, coloured pencils, highlighters



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

### Differentiation

**Support:** Students can use a guided template with boxes labelled "Word," "Meaning," and "Example." They may work in pairs for support.

**Extend:** Challenge students to design their infographic with an intended audience (e.g., "new Year 5 students" or "school newsletter readers"), adjusting their language and visuals to suit.



# Phase 3 – Using AARMA

REFLECT – Use Your AARMA Goggles (10 mins)	
Learning Intention	
Students will apply the AARMA Principles to real-life contexts by “putting on” their AARMA Goggles, critically analysing situations where these principles are present or absent, and reflecting on the impact of different choices.	
Success Criteria	
<p><b>“I can explain how I have developed my understanding of AARMA throughout this module.”</b></p> <p><b>“I can apply the AARMA Principles to realistic situations and evaluate how they influence choices and outcomes.”</b></p>	
Content and Activities	Materials and Slides
<p><b>Use Your AARMA Goggles</b></p> <p><b>Discussion: Using the Goggles</b></p> <p><b>“Now it’s time to challenge yourselves to use your AARMA Goggles. Think of them as a tool for spotting where AARMA is happening around you – or where it should be happening.”</b></p> <p><b>SLIDE 60:</b> Turn to this slide, and have students open to <b>page 9</b> in their workbook.</p> <p><b>SLIDE 61-62:</b> Turn to this slide as you explain the concept.</p> <p><b>“It’s time for an experiment. Imagine wearing AARMA Goggles that let you see Awareness, Acceptance, Regulation, Motivation, and Accountability in action. Think of a real situation, maybe in school, at home, or even in the wider community, where one of the AARMA actions (‘I notice, I respect, I control, I focus, I own’) was used or could have been used.”</b></p> <p><b>“Work with a partner or group to identify which AARMA action fits the situation, whether or not an AARMA action was used, and how the outcome might have been different if it was – or wasn’t.”</b></p> <p>For this activity, students will identify a real or hypothetical situation where the AARMA Principles could apply. They will write or sketch in their workbook to show which AARMA Principle could have been involved, explain what happened, and then consider what could have been different if the AARMA principle was not applied.</p>	<ul style="list-style-type: none"> <li>Module 1 Workbook page 8</li> <li>Module 1 PPT slides 60-65</li> </ul> <div> <p><b>60</b></p> </div> <div> <p><b>61</b></p> </div> <div> <p><b>62</b></p> </div>



# 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?*

**SLIDES 63-65:** Turn to these slides 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


63

  
KEY POINT


So, what is AARMA, again?




64

  
KEY POINT

AARMA is 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 you can **take back control**. Developing your Human AARMA will help you become a BETTER ME.





65

  
KEY POINT

**Module 1**

**Meet AARMA**  
Your human shield for success!

### Differentiation

**Support:** Provide sentence starters or structured prompts (“In this situation, I noticed...”, “If I had used Regulation, I could have...”) to guide reflection.

**Extend:** Ask students to analyse a news story, historical event, or novel they're studying in class through AARMA Goggles, identifying which Principles were missing or applied, and what that meant for the outcome.

## Appendix

# Teacher Guidance for Discussion AND Extension Activities





## AARMA – Teacher Led Reflection

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

### AWARENESS – I Notice

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

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

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

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

##### More likely to see:

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

##### Less likely to see:

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

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

##### More likely to hear:

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

##### Less likely to hear:

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

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

##### More likely to feel:

- Noticed
- Safe
- Supported

##### Less likely to feel:

- Invisible
- Misunderstood
- Anxious

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

### ACCEPTANCE – I respect

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

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

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

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

##### More likely to see:

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

##### Less likely to see:

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

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

##### More likely to hear:

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

##### Less likely to hear:

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

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

##### More likely to feel:

- Accepted
- Welcomed
- Relaxed being themselves

##### Less likely to feel:

- Judged
- Excluded
- Pressured to fit in





## AARMA – Teacher Led Reflection

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

#### REGULATION – I control

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

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

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

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

##### More likely to see:

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

##### Less likely to see:

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

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

##### More likely to hear:

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

##### Less likely to hear:

- Screaming
- Blaming others
- Slamming desks or doors

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

##### More likely to feel:

- Calm
- In control
- Respected

##### Less likely to feel:

- Stressed
- Tense
- Scared

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

#### MOTIVATION – I focus

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

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

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

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

##### More likely to see:

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

##### Less likely to see:

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

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

##### More likely to hear:

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

##### Less likely to hear:

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

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

##### More likely to feel:

- Proud
- Energised
- Supported

##### Less likely to feel:

- Defeated
- Unmotivated
- Alone



## AARMA – Teacher Led Reflection

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

### **ACCOUNTABILITY – I own**

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

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

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

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

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

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

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

- Blaming others
- Hiding mistakes
- Avoiding responsibility

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

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

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

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

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

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

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

- Trusted
- Safe
- Respected for honesty

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

- Blamed unfairly
- Distrustful
- Scared to speak up

## EXTENSION MATERIAL

# AARMA Matching Card Game

### Debrief Activities for the Matching Card Game

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

#### 1. AARMA Principle Application Stories

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

#### 2. Role-Play Scenarios

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

#### 3. Creative Reflections

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

#### 4. AARMA Principle Teaching

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

#### 5. Discussion Circles

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

#### 6. Challenge and Solution

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

# ACTIVITY TO PRINT

## AARMA Matching Cards



**Accountability**

**Motivation**

**"I notice"**

**Regulation**

**"I own"**

**OWN**

Accepting  
responsibility  
for your  
actions,  
regardless of  
the outcome.

**NOTICE**

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

**MOTIVATION**

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

**ACCOUNTABILITY**

Taking  
responsibility for  
your actions and  
their  
consequences.

**REGULATION**

Controlling  
your emotional  
responses to  
act more  
thoughtfully.



**"I focus"**

**Awareness**

**"I control"**

**Acceptance**

**"I respect"**

**RESPECT**

Valuing others by understanding and considering their feelings and thoughts.

**ACCEPTANCE**

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

**CONTROL**

Managing your actions and reactions in various situations.

**FOCUS**

Directing your attention and effort towards specific goals.

**AWARENESS**

Recognising both your internal and external states and surroundings.

### **OWN**

Pretending you didn't make a mistake so you don't have to take responsibility.

### **NOTICE**

Paying attention only to things that interest you, while ignoring everything else.

### **RESPECT**

Agreeing with everyone's opinion even if you strongly disagree, just to avoid conflict.

### **CONTROL**

Forcing other people to do what you want so that situations turn out your way.

### **FOCUS**

Concentrating only on easy tasks so that you don't get frustrated or challenged.

### **AWARENESS**

Always paying attention to what other people are doing, even if it distracts you.

### **ACCEPTANCE**

Agreeing with everyone to keep the peace, even if you don't really believe it.

### **REGULATION**

Avoiding emotions altogether so that you never get upset.

### **MOTIVATION**

Only working hard when you feel like it.

### **ACCOUNTABILITY**

Blaming others when things go wrong so that you don't get in trouble.

SAMPLE



THE **BetterMe**  
PROJECT