



Contributing positively to
the social fabric of your
community!



Teacher Guide

Module 1

THE **BetterMe**
PROJECT

SAMPLE

SAMPLE

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Contributing positively to a better and safer world!



UNDERSTAND

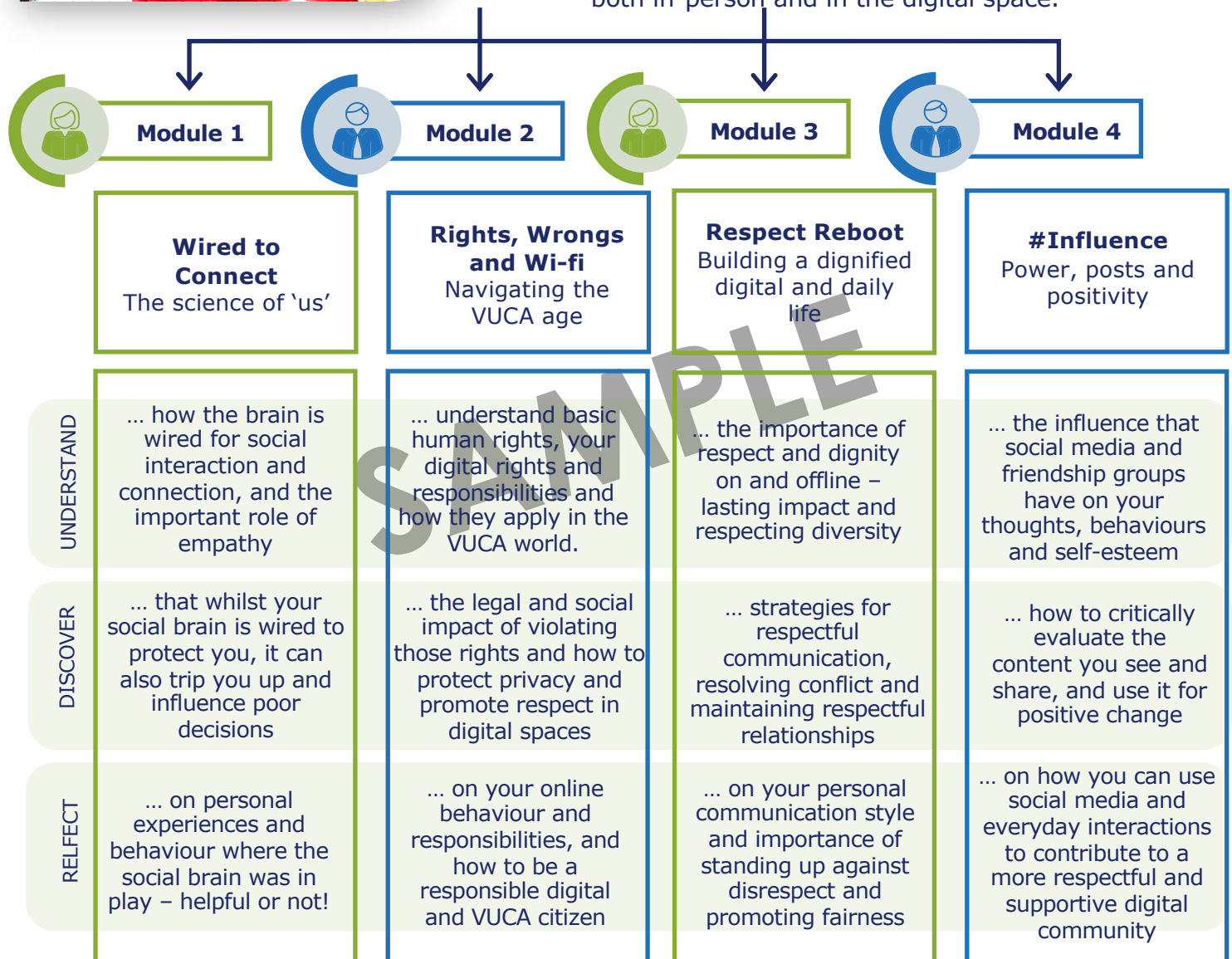
DISCOVER

REFLECT

... understand the role of empathy, respect and dignity in fostering respectful relationships and how your actions impact you and others in a digital and social context.

... strategies for building and maintaining respectful relationships by exploring the science of social connections, understanding your digital rights and responsibilities, and evaluating the influence of social media on your behaviour and self-esteem.

... on your personal and digital interactions, assessing how your behaviours align with promoting a supportive, respectful, and dignified community, both in-person and in the digital space.



MEME: Impact vs Intention / Explanation not Excuse /
Normal Human Behaviour ... just not useful!



ASSESS/
ADJUST

WANT

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

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

EXPLORE

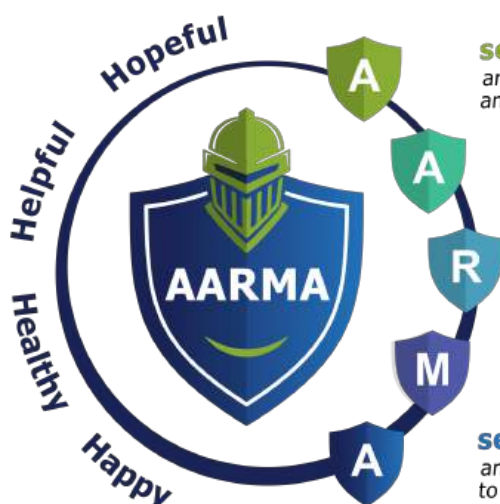
... creative ways to deliver the content and build trust with your class. Think about your personal experience with the topic? Do you have some stories to tell that will help the students see you as 'human'?

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

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

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

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



self-AWARE

and AWARE of your impact on other humans and how other humans are impacting you

self-ACCEPTING

and ACCEPTING of other humans and of circumstances beyond your control

self-REGULATED

and able to support other humans to self-REGULATE

self-MOTIVATED

and MOTIVATED to work and collaborate with other humans

self-ACCOUNTABLE

and able to hold other humans ACCOUNTABLE to being kind, respectful and reliable

The Human AARMA protecting me and others from the challenges of being human!





About this guide ...

It is a guide only.

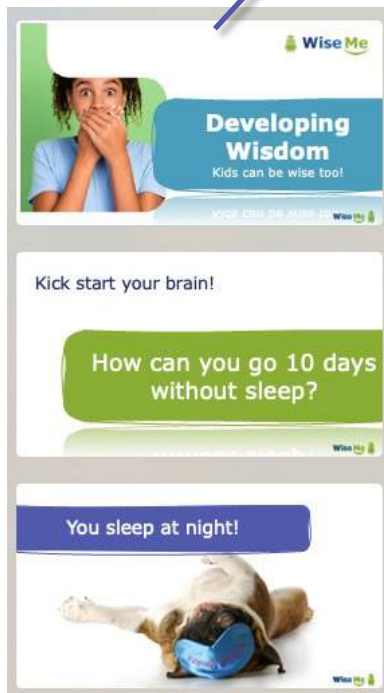
There are no specific lesson timings so you can choose how you wish to use the material and facilitate the learning for your students.

Slides relevant to the notes


Activities or information in student workbook

Tips and suggestions

Download activity

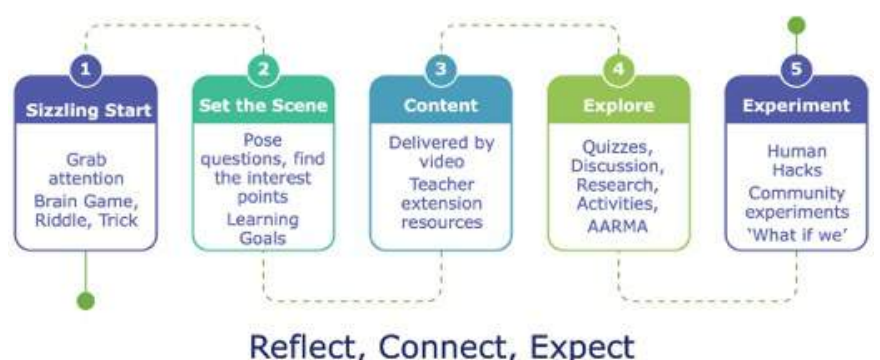


Additional notes or information for teachers

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

Module structure

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



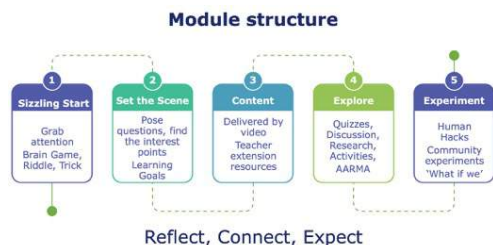
Social Me



Module 1

Wired to Connect

The science of 'us'!



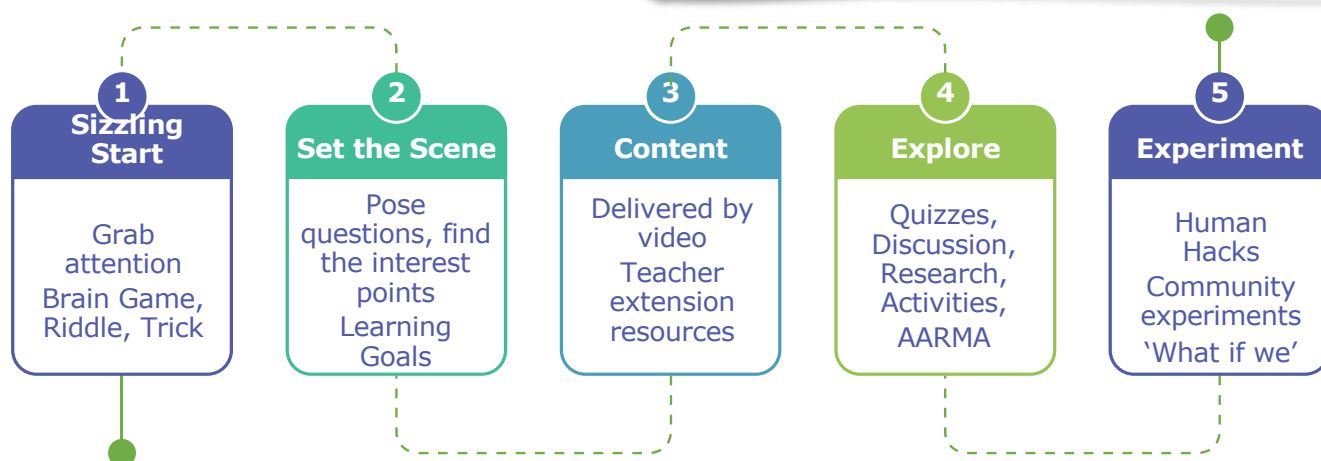
Sizzling Start

Entering the learning space

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

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

Module structure



Reflect, Connect, Expect

Module structure



Sizzling Start



Focus and questions

INTRODUCTION TO THE BETTER ME PROJECT

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

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

It is important that students understand this is about developing their Human AARMA – to protect them and others in this crazy, challenging world because whilst humans are amazing, they can be quite hopeless too! Make the point that what they learn in this class will help not only in life but academically too

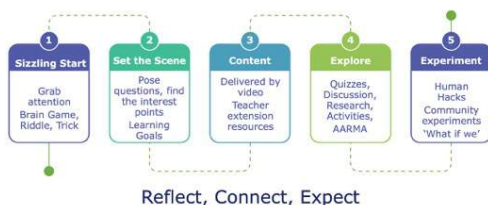
Teacher Tips

Key focus of the program:

Understanding how the human brain works and arming you with strategies to help you live a better life.

When you are challenged you can put on your HUMAN AARMA!

Module structure



Sizzling Start



Focus and questions

Let's begin our first module in the SOCIAL ME Unit - WIRED TO CONNECT.

We will be exploring what is called your SOCIAL BRAIN and how it influences how you see the world and how you behave.

ACTIVITY - TRY THIS!

Quick debrief

What happened to your two outstretched fingers?

Key message

This is called ideomotion or ideomotor response – where humans make unconscious motion based on the 'idea' of movement.

This is a great **metaphor** for what this unit is about – **the strong, unconscious pull that humans have to come together** – to seek out and connect with people like them – to tribe – to belong.

Teacher Tips

The purpose of the TRY THIS activity at the start of the lesson is to stimulate engagement through novelty and fun and help settle and focus the students.

For most students their outstretched fingers will slowly come together and touch without them noticing.

Don't let students get TOO sidetracked with this – focus them on the message.

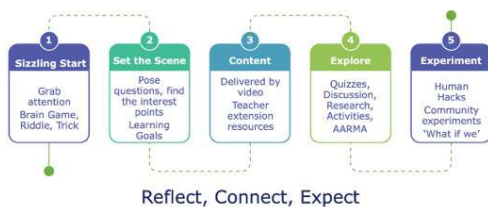
Module structure



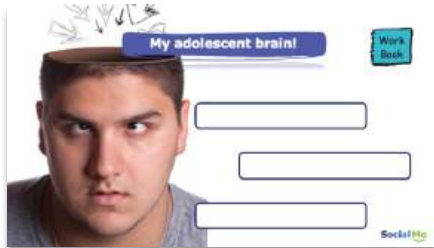
Sizzling Start



Focus and questions	Teacher Tips
<p>SO WHY ARE WE DOING THIS PROGRAM ... LIKE REALLY???</p> <p>Here at our school, we believe and know that it is part of our role to prepare you not just for your next work or academic steps, but to prepare you to thrive in the 'real' world as well as here at school. This program is about helping all of us be better at being this thing called 'a human'.</p> <p>Before you 'tell' ... 'ask'</p> <p>Who finds life a bit frustrating sometimes?</p> <p>Who sometimes thinks adults are a bit weird?</p> <p>Who can't wait to be an adult?</p> <p>Who wants to be a healthy and successful adult?</p>	<p>You could ask these questions and have students stand if it applies to them.</p> <p>Or set up a yes and no and not sure corner they move to as you ask the questions.</p>



Sizzling Start



Focus and questions

VIDEO: Unlocking the Adolescent Mind

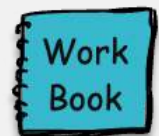
There are good scientific reasons that we are doing this program as well and here at school is probably the only place where you'll get to know how your brain works.

Instructions for watching the video

(you have three videos to choose from)



Watch this video about what is happening in **YOUR** brain right now.



As you watch, write down three things that you find interesting and any questions you have?

REFLECTION and DISCUSSION



What did you find interesting and what did you learn?

KEY MESSAGES

- This is a critical and exciting time in your brain's development
- It's also a challenging time
- It's the RIGHT time to be thinking about who you want to be in the future (not what you want to DO, but WHO you want to be) so that you can live a happy, healthy, helpful and hopeful life.
- That is what THE BETTER ME PROJECT is designed to do.
- It's YOUR PROJECT for creating a BETTER YOU.

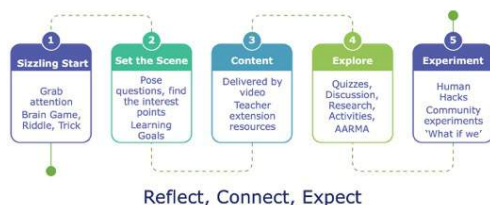
Teacher Tips

Helping students make the connection to the **WHY** or **PURPOSE** of engaging in a program to help you understand and manage your brain will set the foundation for a great experience for you and the students.

Do plenty of 'double clicking' on student answers.

For example, tell me more about your **thinking** on that? **What exactly** was interesting to you? Who **found something different that was interesting?** What did you **already know** and what was '**new**' for you?

Module structure



Set the Scene



Focus and questions

EXPLORE 'SOCIAL' as a concept

Find out what students already know and/or think about the concept of 'social' and 'society'. Get them thinking and talking and hence, engaged.

Example questions to ask

This unit is called 'Social Me' ...

What do you think about when you hear the word 'social'? What does it mean to you?

When you are being 'social' what is happening?

When you or others are being 'unsocial' what happens?

Have you ever connected the word 'SOCIAL' with 'SOCIETY'? What do you think the connection is?

Before the early 1990's there was no such thing or words for **social media** – it didn't exist. In fact, in the early origins of the suggestion that computer could be used to communicate and for people to connect, the idea was rubbished as 'irrelevant fluff'. Computers were for calculations and not to interfere with human relations. BUT, look what happened!

Teacher Tips

Students will most likely start with the term 'social media'. You can explain that is a very recent descriptor – a verb rather than a noun – though it has become a noun now.

'Double-click' on their answers.

For example:

What makes you **think** that? Tell me more about your **thinking** on that.

So what I'm hearing is that you **think** that ...

See the next page for suggested responses and key messages.

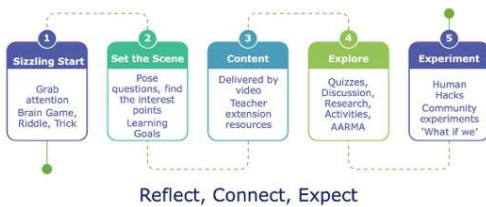


Focus and questions

LEARNING OUTCOMES (on slide)

In this module you will ...

Teacher Tips



Set the Scene

Likely responses to initial questions about the concept of 'Social'

What do you think about when you hear the word 'social'? What does it mean to you?

Likely answer: To me, 'social' means hanging out with friends, being around people, and interacting with them. It's about being part of a group and doing things together, like chatting, playing games, or just being in the same place OR students may also connect to 'social media' so being social is being online on social media.

When you are being 'social' what is happening?

Likely answer: When I'm being social, I'm usually talking to my friends, meeting new people, or doing activities that involve others, like team sports or group projects at school. It's when I'm not alone and actively participating in conversations or events OR students may again refer to being online on social media.

When you or others are being 'unsocial' what happens?

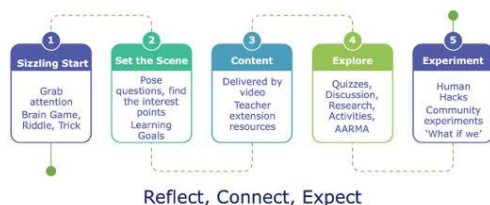
Answer: Being unsocial is like when someone is keeping to themselves, not joining in, or ignoring others. Sometimes it happens when someone feels sad, left out, or just needs some alone time. It can make them seem distant or disconnected from everyone else. Students may also see 'unsocial' as someone 'going quiet' on social media.

Have you ever connected the word 'SOCIAL' with 'SOCIETY'? What do you think the connection is?

Answer: (note the connection in the spelling!) I haven't thought about it much before, but 'social' and 'society' are probably connected because being social is how we build our society. It's about how people interact, and those interactions form the community and the world around us. Society is like a big group of people being social in many different ways.

KEY MESSAGES TO DRAW OUT OR SUGGEST

Every interaction we have – and our world really is a series of social interactions – every friendship we make, and every group we are part of is **shaped by our social brain**. This part of our brain helps us to connect with others, understand their feelings, and work together as a society. When we are social, we're not just having fun; we're also **building the skills that allow us to contribute to our community and the wider world**. Understanding how our social brain works can help us become **better friends, students, and citizens**. It's important to remember that our social actions have a **broader impact on the community and the type of society we create together**.



Set the Scene

Classified!!



Focus and questions

IT'S CLASSIFIED!

Tell students: We don't want you to spoil this next experience for those who might come after or who are in another class. The video you are about to see must be kept 'classified'. Can you keep a secret!! If not, don't watch!!



WATCH THIS VIDEO

I am going to show a video with **no sound**. Watch it, and afterward, I am going to ask you to write a paragraph about what happened.

(Play the video)



Write your paragraph now in your workbook.

So, what happened in the video ?

Shall I tell you what 'really' happened

Triangles and circles and sticks moved around on a white background!!

What did your brain do?

KEY MESSAGE

In the absence of information your brain will ...

MAKE UP STORIES, about
PEOPLE OR SOCIAL SITUATIONS
BE NEGATIVE BEFORE POSITIVE



This is the nature of your social brain and we are going to take a closer look at why your brain works that way, and how it drives useful and not-so-useful behaviour.

Teacher Tips

Students will most likely see a 'story' about a bully (the big triangle) and two other 'people'. The big triangle will be 'angry' at the end for a reason that students will interpret.

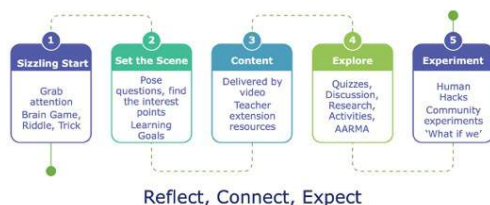
As students share, double-click. If they say 'there was a bully', then ask, which one was the bully. Unpack the story. Don't judge or correct. Ask a few different students and ask if anyone saw anything different.

It will be rare, but a student may 'get it' and say they saw triangles, sticks and circles. If so, just acknowledge and keep going until you do the 'reveal'.

Students record these ideas in their workbook



Module structure



Set the Scene

Social brain mis-takes...



Focus and questions

STORY TIME

Reflection and discussion



When has your social brain made 'mis-takes' ie, missed the 'take' on a situation that later was proven wrong?

This is normal human behaviour! It's what your brain is designed to do. It's just not always useful!

When is it useful and when is it not useful?

KEY MESSAGE

This is **normal human behaviour, it's just not always useful**. Your social brain is one of the many mechanisms designed to keep you safe. In our ancestor's time, that safety was more physical ie, people from other tribes seeking to kill or capture you! Today we talk about 'social threats' such as humiliation, sense of failure, rejection and your brain is always working to protect from the POSSIBILITY of that.

It's predictive. So that means that it has to make assumptions and jump to conclusions **JUST IN CASE THERE IS DANGER LURKING!**

It's important to remember as we explore these concepts further that operating from our social brain, and our social brain trying to 'protect' us is 'normal human behaviour, just not always useful'.

Teacher Tips

Take time here to get students talking and reflecting and making the connection between things that have happened to them and the role of their social brain, or someone else's social brain.

Have your own stories ready that are relatable to the students.

Perhaps have them share in small groups first before opening up to more public sharing.

Relate the key messages to the stories that were told earlier and/or a story of your own ie, I remember when...and this is what my social brain was trying to do.



Set the Scene

Focus and questions

Teacher Tips

SOCIAL CONNECTION IN THE BRAIN

Start showing the slide with food, water etc.

What do we know about what humans need to survive?

They need *start unveiling the list and have students call out the answers...*

Food, Water, Shelter.

Social cognitive scientists would now say that Social Connection must be on that priority list. In fact, they would say it's more important. ... *the second slide places it at the top*

Key message

In tribal times, if you didn't have social connection, you didn't get food, water or shelter so we are WIRED to seek out belonging and protection and social connection more strongly than the others on that list.

VIDEO



Watch this video of an advertisement for a lamp.

Who felt sorry for the lamp?

Key message

This is how clever marketers use your social brains to influence you to spend money.

Where else do you see Advertisers and Influencers 'hacking' your social brain to sell you stuff or convince you to do things or pay attention?

This QUOTE sums up this idea. The reality is that what you see on TV, and billboards and social media is not necessarily real.

This is a slight challenge to Maslow's Hierarchy. On the TEACHER ACCREDITATION PORTAL you will find an explanation of this. It's not necessary to make this point to student necessarily – it's for your information, though feel free to share with older students.

Note: Humans can push back and influence advertisers too.

If you watch the second video, it was created after the backlash regarding waste without re-cycling.

The quote is explaining that we forget that what we 'see' on social media and advertisements is not necessarily real. Power to the people!

FOOD

WATER

SHELTER

SOCIAL CONNECTION

Socialite

SOCIAL CONNECTION

FOOD

WATER

SHELTER

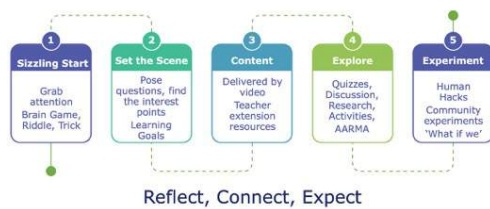
Socialite



"The reason we struggle with insecurity is because we compare our behind-the-scenes with everyone else's highlight reel."

Audre Lorde

Module structure



Content



Focus and questions

VIDEO – THE SOCIAL BRAIN



NOTE: The script of the video is represented in the student workbooks as a newspaper article. In the event of no access to video, the students can read the article and use it to answer the QUIZ.

Teacher Tips

We want students to think about what a strong 'influence' their social brain is when it comes to making decisions and choosing how they treat other people.



Focus and questions

QUIZ



In pairs or small groups, complete the video Quiz in the Student workbook.

DISCUSSION: Connect the content from the video and/or script to the AARMA Framework.

Key message: Explanation not Excuse!

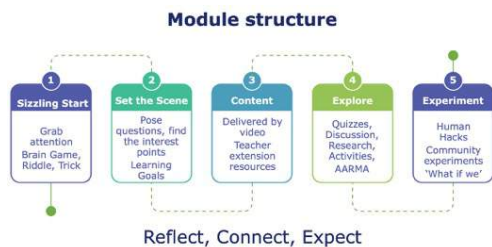
Learning about your social brain and how it trips you up is an explanation but not an excuse. Use what you are learning to understand and **DIAGNOSE** your non-useful behaviour so that you can **PRESCRIBE** a better or more useful way forward.

Teacher Tips

QUIZ Answers

1. B
2. C
3. D
4. D
5. A
6. D
7. A
8. B
9. B
10. C

Guidance for connections to the AARMA Framework is on the next page.



Content

Linking the AARMA framework to the video content



We want students to become familiar with the AARMA framework. You could start by asking them to close their eyes and 'rote repeat' what AARMA stands for. Here's how each element of AARMA could be discussed in relation to the content of the script:

Awareness: The video emphasises the influence of the social brain, particularly how **our need to belong affects our decisions and behaviours**. Students can be encouraged to **become more aware of how often they act or make decisions based on this social need**. Understanding the components of the brain involved in social interactions (like the pre-frontal cortex, limbic system, and mirror neurons) also boosts self-awareness.

Acceptance: The discussion about our evolutionary need for social acceptance can lead students to **accept both their own feelings and those of others when trying to fit into a group as normal**. This acceptance could also broaden to encompass diversity and differing opinions within their social circles, appreciating **why people might react differently in the same situation**.

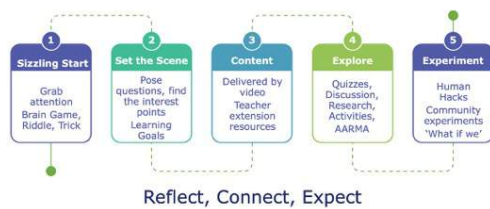
Regulation: This involves **managing one's emotions and reactions in social situations**. The video talks about the challenge of not letting the social brain lead us into negative behaviours, like succumbing to peer pressure. Students can employ strategies to regulate their responses, ensuring they align more closely with their values rather than merely seeking approval – making good choices.

Motivation: Students are guided to reflect on their **intrinsic**, value-based motivations when making social choices—**choosing actions that are beneficial for the greater good** and not just to gain immediate social approval. The script encourages making wise choices that contribute positively to the student's future and relationships.

Accountability: Finally, **understanding the impact of our actions on others and being accountable for those actions** ties back to the video's points about social consequences. Students can discuss how they can hold themselves and others accountable for actions that influence social dynamics, promoting a more thoughtful and supportive social environment.

This connection with the AARMA framework helps students grasp the power and responsibility they have over their social brain, aiding them in making more conscious, respectful, and positive decisions in their social interactions.

Module structure



Content



Focus and questions

Teacher Tips

YOUR SOCIAL BRAIN SYSTEM

In your workbook, fill in the three three parts of the social brain system on the diagram.

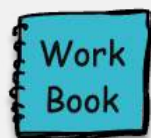


Focus and questions

Teacher Tips

Activity: GOOGLE GAMES

Let's do some quick research (using 'google' or a search engine or AI program). Research some strategies on how to 'calm' or refocus yourself when you know your social brain is taking over in a 'not-so-good' way.



Research topics are in the workbook.

Students could also define their own research topics of interest.

Work with students/groups to understand 'what' to research ie, to write useful search questions ie, craft the 'searches' you will do – in order to get the best information for this purpose.

Anticipated research findings are on the next page for you.

Individual or group research ...

To find out and understand more about the Pre-frontal Cortex, the Amygdala and the Social Brain system. You will be sharing with the rest of your class the interesting and useful information you discovered.

What 'new' information did you find?

What 'insights' (AHA moments) came from your research?

What 'strategies' can you use to keep your social brain in check?

What does this new research explain in your own life?

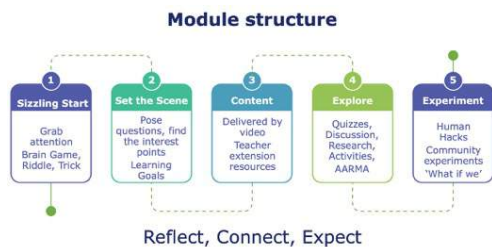


On the slide are some suggested areas for research ... encourage students to think about what they want to know more about! Note that we will be delivering into mirror neurons more in the next section on Empathy.

MEME: Explanation not Excuse

Having a social brain and understanding how it might get in the way of wise choices should be viewed as a EXPLANATION not as an EXCUSE!





Content

ANTICIPATED RESEARCH OUTCOMES

Q1. What is the role of the pre-frontal cortex in making choices and decisions, particularly of a social nature?

The pre-frontal cortex is crucial in the decision-making process, especially in social contexts. It helps in evaluating different outcomes, managing emotional impulses, and considering the long-term consequences of actions. In social situations, the pre-frontal cortex is responsible for skills like empathy, judgement, and cooperation. It allows us to understand and interpret the behaviour of others, control our emotional reactions, and make choices that consider the wellbeing of others as well as our own.

Key Message: The pre-frontal cortex acts as the control centre for decision-making and social interactions. It helps you weigh options, foresee consequences, and manage impulses. In social situations, it's crucial for understanding others, controlling emotions, and making decisions that consider both personal and group well-being. **Recognising its role can help you make more thoughtful and informed choices in your interactions with others.**

Q2. List 10 things that are useful to know and understand about the adolescent brain and social media.

Heightened Sensitivity to Social Feedback: Adolescents are more sensitive to social approval and disapproval.

Risk Taking: The adolescent brain is more prone to risk-taking, which can be amplified by social media.

Developing Identity: Social media provides a platform for experimenting with identity (how you see yourself) and self-expression.

Peer Influence: Adolescents are highly influenced by their peers, which can be intensified by social media.

Need for Social Connection: Social media can satisfy the adolescent need for increased social connections.

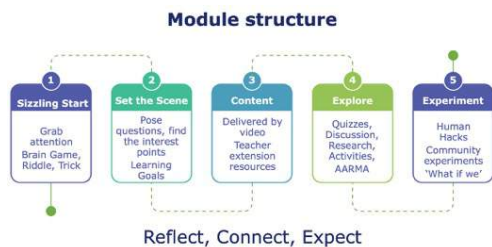
Impulse Control: The still-developing pre-frontal cortex makes impulse control harder, leading to potentially impulsive behaviours online.

Sleep Disruption: The use of social media, especially before bedtime, can disrupt sleep patterns.

Mental Health Impacts: There can be both positive and negative impacts on mental health due to social media use.

Digital Footprint: Adolescents might not fully understand the long-term implications of their digital footprints.

Cyberbullying: Exposure to and participation in cyberbullying can have severe emotional consequences.



Content

ANTICIPATED RESEARCH OUTCOMES

Key Message: The adolescent brain is particularly sensitive to the influences of social media, which can profoundly impact your emotions, behaviour, and relationships.

Understanding these effects can empower you to use social media more responsibly and protect your mental health and well-being. It's important to be aware of how online interactions can shape your feelings, decisions, and your sense of self.

Q3. Why is it important to have a social brain? What would happen if we didn't have one? How can the social brain get in the way of wise decisions and choices?

Suggested Response: The social brain is essential for forming and maintaining relationships, understanding social cues, and developing empathy. It allows us to function effectively in society, communicate with others, and build social networks that are crucial for survival and well-being. Without a social brain, we would struggle with understanding others, which could lead to isolation and difficulties in both personal and professional relationships. However, the social brain can sometimes hinder wise decision-making by prioritising social acceptance over more rational, long-term goals, leading to peer pressure, conformity, and emotional decision-making.

Key Message: Having a social brain is essential for navigating and thriving in human society. It equips you with the necessary tools to communicate, empathise, and cooperate with others. While it enables deep connections and community building, it can also lead to challenges like peer pressure and emotional decision-making.

Understanding these dynamics helps you to better manage the influence of social interactions on your decisions and cultivate a balanced approach to personal and social responsibilities.

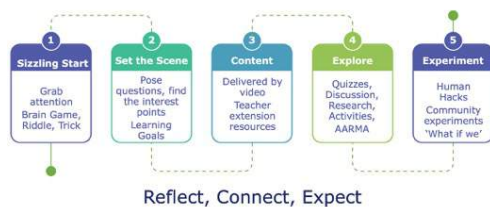
Understanding the social brain helps us realise why we behave the way we do in social settings.

It highlights the importance of our interactions and how they shape our decisions, relationships, and even our identity (how we see ourselves in ways that are positive and useful).

By studying the social brain, especially in relation to modern challenges like social media, we can learn to make better choices that align with our values and long-term goals.

Encourage students to think critically about how their brain influences their social interactions and how they can use this knowledge to foster healthier, more meaningful connections.

Module structure



Content



Focus and questions

ACTIVITY: MODERN DAY CHALLENGES

Here's an activity to help you to understand how your social brain is structured and how that presents a challenge in today's modern world.

(DOWNLOADABLE PDF AVAILABLE FOR THIS ACTIVITY)

Instructions:

Match the 'Social Brain's Design' cards (the dark ones) with the correct 'Modern Society's Challenge' cards.

Choose one or two Modern Society Challenges and discuss where you have experienced this or observed this.

How do things often play out in these situations?

Discussion questions

What did you find interesting about your social brain and how it is 'designed'?

What does it want you to know more about?

Is anyone willing to share a story about a time where your social brain took control and it didn't make a wise decision?

How about a story where you had the courage to overcome a poor decision or choice that was driven by your social brain?

What can you start doing differently to make sure you are in control, making useful choices and building better relationships?

Teacher Tips

Download the PDF and cut into cards – one set per individual or group depending on how you intend to run the activity.

A copy of the downloadable PDF is on the next few pages.



Have a 'vulnerable' story of your own to encourage students to reflect and open up. We are focusing here on AWARENESS and ACCEPTANCE.

Modern day challenges for the social brain!

INSTRUCTIONS

Print one set of the cards per student, or per group.

Students are to pair one of the dark blue cards ie, the social brain's design with one of the lighter cards ie, the associated modern-day challenge. For example, these two cards would be paired.

THE **BetterMe**
PROJECT

Overreliance on Social Approval

The Social Brain's Design:

Our brains are wired to want approval from others because, in the past, being liked by the group was important for survival.

THE **BetterMe**
PROJECT

Modern Society's Challenge:

Today, this need for approval can make us rely too much on what others think, especially on social media. We might focus too much on getting likes and followers, which can lead to anxiety and low self-esteem (feeling 'lesser' than others).

Once completed, you could ask students to select one or two statements from each pile and share instances where they might have experienced a similar challenge. Come prepared to share your own stories.

Encourage stories of vulnerability ie, where they fell into the trap of allowing their social brain to make a poor decision; and stories of courage where they were able to overcome the social brain's influence resulting in a better outcome.

KEY MESSAGE

The nature of the social brain 'trips us up' in modern society!

While our social brain is an incredible tool for connection and survival, its ancient wiring can sometimes clash with the complexities of modern life, leading to challenges that we must navigate carefully. Understanding these pitfalls can help us better manage our social interactions, foster healthier relationships, and create a more supportive and inclusive society.

CORRECT PAIRINGS

Social Brain Design	Modern Day Challenge
Over-reliance on social approval	Today, this need for approval can make us rely too much on what others think, especially on social media. We might focus too much on getting likes and followers, which can lead to anxiety and low self-esteem (feeling 'lesser' than others).
Tribalism and 'us vs them' mentality	In today's world, this can lead to cliques, exclusion, or bullying. It can make us less understanding of people who are different from us, creating divisions in society.
Misreading social cues	In the digital world, where we mostly communicate through text or online, it's easy to misread messages, leading to misunderstandings or conflicts.
Fear of rejection and social anxiety	Today, this fear can turn into social anxiety, making us worry too much about being judged or rejected, which can stop us from being ourselves or trying new things. It can make us feel lonely.
The spread of misinformation and 'group-think'	Today, this can lead to the fast spread of false information, as people might share things without checking if they're true. Group-think can also happen, where a group makes bad decisions because everyone just agrees with each other.
Overload and burnout	Today, we have to deal with a lot more social interactions and information from many sources, which can overwhelm our brains and lead to stress and burnout.

Overreliance on social approval

The Social Brain's Design:

Our brains are wired to want approval from others because, in the past, being liked by the group was important for survival.

Tribalism and 'us vs them' Mentality

The Social Brain's Design:

Our brains naturally form groups to protect ourselves and identify who is on our side.

Misreading social cues

The Social Brain's Design:

Our brains are good at reading facial expressions and body language to understand others in face-to-face interactions.

Fear of rejection and social anxiety

The Social Brain's Design:

Our brains are afraid of being rejected because, in the past, being excluded could be dangerous.

The spread of misinformation and groupthink

The Social Brain's Design:

We tend to trust information from our group or that fits with our views because it helped keep the group together in the past.

Overload and burnout

The Social Brain's Design:

Our brains evolved to handle small social groups with more predictable interactions.

Modern Society's Challenge:

Today, this fear can turn into social anxiety, making us worry too much about being judged or rejected, which can stop us from being ourselves or trying new things. It can make us feel lonely.

Modern Society's Challenge:

Today, this can lead to the fast spread of false information, as people might share things without checking if they're true. Groupthink can also happen, where a group makes bad decisions because everyone just agrees with each other.

Modern Society's Challenge:

In the digital world, where we mostly communicate through text or online, it's easy to misread messages, leading to misunderstandings or conflicts.

Modern Society's Challenge:

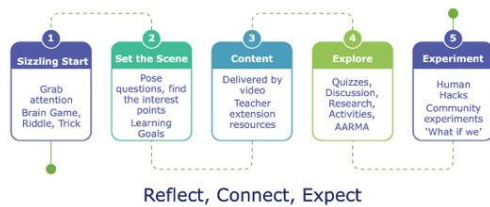
Today, this need for approval can make us rely too much on what others think, especially on social media. We might focus too much on getting likes and followers, which can lead to anxiety and low self-esteem (feeling 'lesser' than others).

Modern Society's Challenge:

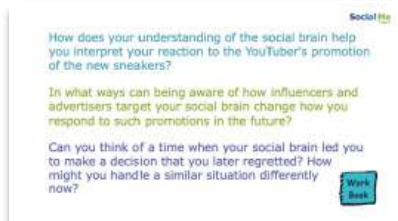
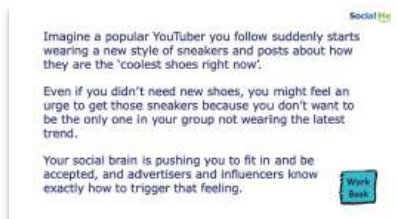
Today, we have to deal with a lot more social interactions and information from many sources, which can overwhelm our brains and lead to stress and burnout.

Modern Society's Challenge:

In today's world, this can lead to cliques, exclusion, or bullying. It can make us less understanding of people who are different from us, creating divisions in society.



Content



Focus and questions

YOUR BRAIN GETS 'HACKED'

Advertisers and Influencers hack your social brain to convince you to behave in ways you might not otherwise – including purchasing behaviour.

In your workbook you will see some ways in which they hack your social brain.

SMALL GROUP DISCUSSION

In small groups, read through the ways that Influencers and Advertisers seek to influence your behaviour without you realising it – ie, they hack your brain.

Think about (and record in your workbook) times when YOU have fallen prey to some of these social brain hacks.

ACTIVITY: Case Study Scenario

See if you can articulate the 'brain science' to understanding how your social brain influences your decisions, choices and behaviour in the scenario.

(Scenario on slide and in workbooks)

Discussion questions

How does your understanding of the social brain help you interpret your reaction to the YouTuber's promotion of the new sneakers?

In what ways can being aware of how Influencers and advertisers target your social brain change how you respond to such promotions in the future?

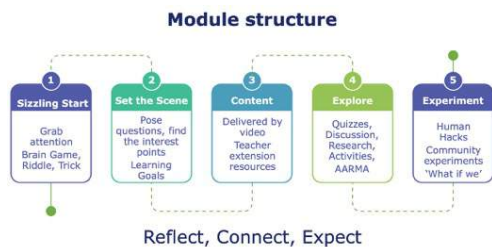
Can you think of a time when your social brain led you to make a decision that you later regretted? How might you handle a similar situation differently now?

Teacher Tips

The only way humans can combat non-conscious influences on the brain is awareness and self-regulation (from the AARMA framework). In these activities we are helping students to bring self-awareness and an objective language to what is happening to them so that they can make conscious and deliberate choices.

Link back to the role of the Pre-Frontal Cortex as decision maker that cannot operate if we are in 'limbic' or emotional mode ie, non-consciously excited about a purchase based on the social brains desire to be seen or accepted in certain ways.

Guidance for debriefing is on the next page.



Content

CASE STUDY SCENARIO RESPONSES

These 'metacognitive' questions are designed to help students consolidate their understanding of the social brain and how it influences their behaviour, choices, and decisions, especially in the context of social media and peer influence.

How does your understanding of the social brain help you interpret your reaction to the YouTuber's promotion of the new sneakers?

Example Response: Understanding the social brain helps me see why I felt the urge to buy the sneakers even though I didn't need them. It's because **my brain values social acceptance and wearing what's popular can make me feel included**. Knowing this, I can recognise that my desire to buy the sneakers is not just about liking them but also about wanting to fit in with my peers and the trends promoted by someone I admire. **(AARMA - self-awareness and motivation)**.

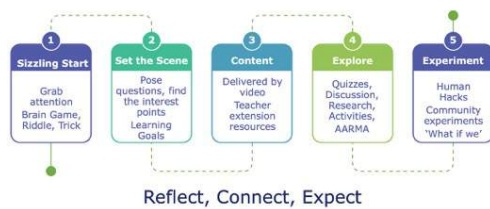
In what ways can being aware of how influencers and advertisers target your social brain change how you respond to such promotions in the future?

Example Response: Now that I know how Influencers use tactics that appeal to my social brain, I can be more critical of why I want something they're promoting. For example, if I feel tempted to buy something after seeing an Influencer's post, I can ask myself if I genuinely like or need the product or if I'm just influenced by the desire to be trendy. This awareness can help me make choices based on my true preferences and needs rather than social pressures. **(AARMA – self-awareness and self-regulation)**

Can you think of a time when your social brain led you to make a decision that you later regretted? How might you handle a similar situation differently now?

Example Response: Last year, I bought a game that everyone was talking about, even though it was expensive and not really my type of game. I did it because all my friends were playing it, and I didn't want to feel left out. Looking back, I regret spending so much money on something I didn't enjoy much. Now, if a similar situation arises, I would think more critically about whether the purchase is worth it for me personally. I'd also consider other ways to connect with my friends that don't involve following the crowd. **(AARMA – self-awareness, self-acceptance, self-regulation, and self-accountability)**

Module structure



Content



Focus and questions

VIDEO – EMPATHY – the key to connection



In the last video, Nick mentioned the importance of empathy in terms of your social brain and in building respectful relationships. Let's take a deeper dive into this concept of empathy and the 'mirror neurons' that help it to happen.

Teacher Tips

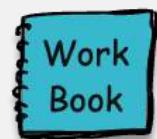
The News article 'Empathy – The key to connection' in the Student Workbook is the script from this video.

As you listen to the video yourself, what connections are you making? What is new for you? What did YOU like about the information – share that with students.



Focus and questions

QUIZ



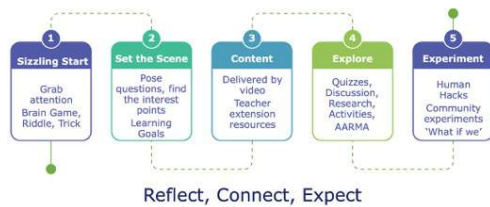
In pairs or small groups, complete the video Quiz in the Student workbook or on your QUIZ platform.

(The purpose of the Quiz after each video is to simply ensure that students picked up on the main ideas and content. Feel free though to take discussions deeper around any concepts or areas of interest to the students)

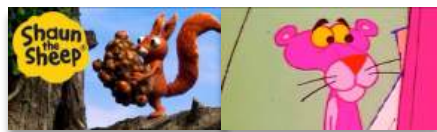
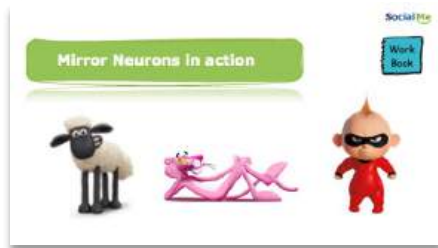
Teacher Tips

QUIZ Answers

Q1: B
Q2: D
Q3: C
Q4: B
Q5: C
Q6: B
Q7: A
Q8: A
Q9: C



Content



Focus and questions

MIRROR NEURONS

Let's take a deeper dive into how these mirror neurons work and create empathy in your brain.

ACTIVITY: Identifying story and emotions through mirror neurons

(Decide if you will be showing all three or just one of the videos)

Watch these cartoons. They tell stories but there are no words. Write down the story and the emotions you see as you see them.

What emotions did you see?

Did you feel or 'mirror' any of the emotions while you were watching?

What was the story?

How did you know?



Teacher Tips

There is a page in the workbook for students to take notes.

You could have students work in pairs – one watches and describes while one writes down emotions or feelings. Or in groups of 3, one student watches and describes, one records emotions, and one records the story.

Be creative but clear in your instruction – it needs to be more than just 'watch this'.

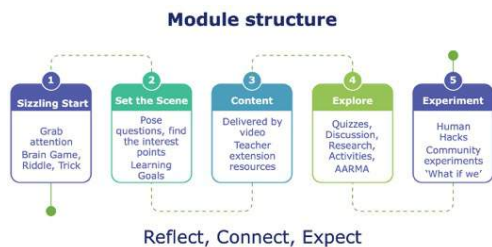
Teacher Guidance on Student Responses

Even though no one was talking in the cartoon, you could understand what was happening and what the characters felt through their actions, expressions, and situations.

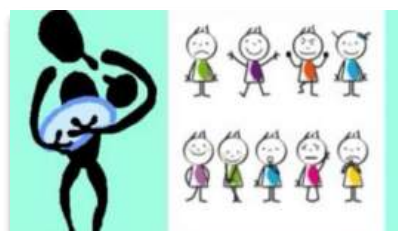
Your brain has special neurons that help you mirror or replicate the feelings and actions of others internally. This is how you could sense the emotions and grasp the story.

Key Message: Even without words, we can still understand how others feel and what they might be thinking. This is 'empathy' and it's our mirror neurons that help us do that.

Mirror neurons help you feel what others are feeling just by watching them, like having a superpower that lets us read the silent stories and emotions in other people's actions. So next time you watch someone or see something, remember, your brain is working to help you connect and understand, all without needing words!



Content



Focus and questions

OPTIONAL VIDEO: What is Empathy?

Here are some videos that reinforce what we are learning about empathy.

OPTIONAL ACTIVITIES: The FACE of mirror neurons and empathy.

Below are some simple but fun exercises students can engage with to reinforce the concept of empathy and mirror neurons.

DEBRIEF AND KEY MESSAGES

Teacher Tips



Turn to the next page for further debrief guidance.

Empathy and Mirror Neuron activities

EMPATHY ROLE PLAY

Activity: Students pair up and engage in role-playing scenarios where they must respond to each other's emotions. For example, one student plays a character who has just lost a pet, and the other must respond empathetically.

Objective: This exercise helps students put themselves in someone else's shoes and practice empathetic responses, enhancing their understanding of how mirror neurons contribute to feeling what others feel.

EMOTION CHARADES

Activity: In groups, students take turns acting out different emotions without using words, while others guess the emotion being portrayed.

Objective: This activity demonstrates how mirror neurons enable us to understand others' emotions through facial expressions and body language, fostering empathy.

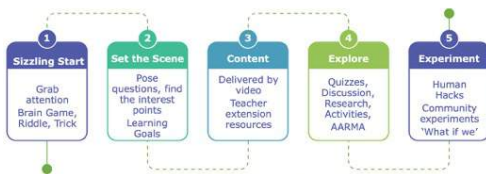
THE MIRROR GAME

Activity: Pairs of students face each other and mimic each other's movements as closely as possible, like a mirror.

Objective: This game helps students experience firsthand how mirror neurons work by copying actions, enhancing their understanding of how we naturally empathize and sync with others.

Content

Module structure



Reflect, Connect, Expect

EMPATHY IS A HUMAN SKILL THAT CAN AND SHOULD BE LEARNED

UNDERSTANDING OTHERS LEADS TO CONNECTION WITH OTHERS

LEARNING ABOUT YOUR BRAIN HELPS YOU IN EVERYDAY LIFE

Debrief and Key Messages

Here are three key messages that you can draw out in a debrief from the Empathy Exercises and videos:

Empathy is a useful human skill that can be learned

Key Message: Empathy is not just an innate ability; it is a skill that can be developed and refined through practice. It's a vital human skill. The activities highlight how empathy involves understanding and resonating with others' emotions, facilitated by mirror neurons in the brain.

Discussion Point: Ask students to reflect on how their ability to empathise has changed or improved through these activities and discuss specific situations where they can apply these empathy skills in their daily lives. **(AARMA – Awareness)**

Understanding leads to connection and respectful relationships

Key Message: By stepping into someone else's shoes and considering their thoughts and feelings, we can build stronger, more meaningful connections. This understanding is crucial in a diverse world where we encounter different perspectives and experiences.

Discussion Point: Encourage students to share experiences from the exercises where they felt a deep connection or a surprising moment of understanding with others. Discuss how this can be applied in their interactions at school and beyond. Ask about the value and benefits of respectful relationships in all areas of their life. **(AARMA – Motivation and Accountability)**

Learning about your brain helps in everyday life

Key Message: The concept of mirror neurons provides a scientific basis for empathy, showing how our brains are designed to align with and respond to the emotions and actions of others.

Discussion Point: Facilitate a discussion on how understanding the role of mirror neurons might change the way students view their reactions and interactions. Encourage them to think about how this knowledge can help them become more mindful and proactive in their social interactions. **(AARMA – Regulation)**

These messages help students appreciate the complexity of human emotions and interactions and the scientific mechanisms that underlie everyday social experiences.

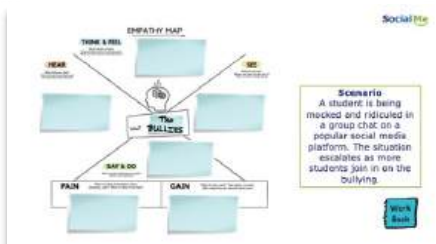
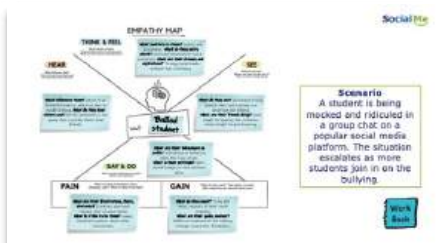
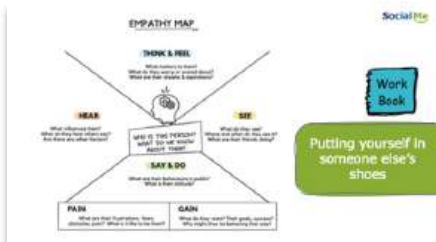


Reflect, Connect, Expect

Content



Empathy Mapping



GROUP EMPATHY MAPPING ACTIVITY

Focus and questions

EMPATHY MAPPING

To some degree you are born with, or learn, empathy. It is something you can get better at and if you do, you will be able to navigate your social world, now and in the future, much better.

Let's look at an **Empathy Map**. It's a tool you can use to 'put yourself in other people's shoes' or 'walk a day in their shoes'. This helps you and your social brain to make better social decisions.

Talk through the 'worked' Empathy Map and focus on the different 'perspective' questions.

ACTIVITY: Individual student attempt

In the workbook on the next page is a blank Empathy Map. Have a go yourself at creating a map for **The Bullies** in the scenario. BEFORE YOU START, think about ...

What is going to be important in completing an empathy map?

What mindset will you need?

Where will it be difficult?

ACTIVITY: Group Empathy Mapping

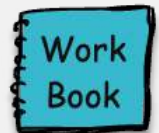
You will need:

- Flipchart pages – 2 to 3 per group
- Post-it notes
- Flipchart pens

Work in groups and create at least two or three Empathy Maps for the scenario you have been allocated from your workbook.

(decide if each group will be allocated a different scenario, or if all groups working on the same scenario)

Teacher Tips

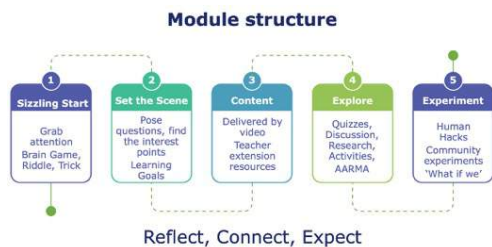


There is a 'worked' example in the student workbook.



On the following pages you will find guidance for all scenarios and all possible Empathy Maps.





Content

Empathy Mapping for four additional scenarios

CYBERBULLING ON SOCIAL MEDIA

Scenario:

A student is being mocked and ridiculed in a group chat on a popular social media platform. The situation escalates as more students join in on the bullying.

People to Empathise With: Bullied Student (already 'worked' on slides and in student workbook), Bullies, Bystanders, Teacher or Parent

Empathy Map Suggestions

THE BULLIES

Think and Feel:

What matters to them? Gaining attention and approval from peers.

What do they worry about? Being ignored or losing their perceived social status.

What are their dreams and aspirations? To be seen as dominant or popular in their social circles.

Hear:

What influences them? Peer dynamics that 'reward' negative behaviour.

What do they hear others say? Laughter or approval that reinforces their actions.

See:

What do they see? Their impact on the bullied student, feedback from their social group.

What are their friends doing? Participating in or encouraging the bullying.

Say and Do:

What are their behaviours in public? Aggressive, boastful about their actions online.

What is their attitude? Dismissive of the consequences, unempathetic.

Pain:

What are their frustrations, fears, obstacles? Underlying insecurities, fear of repercussions if caught.

What is it like to be them? Conflicted internally, but outwardly confident or uncaring.

Gain:

What do they want? Social validation, fear-driven respect from peers.

What are their goals, success? Maintain or enhance their social power.

BYSTANDERS

Think and Feel:

What matters to them? Personal safety, moral integrity.

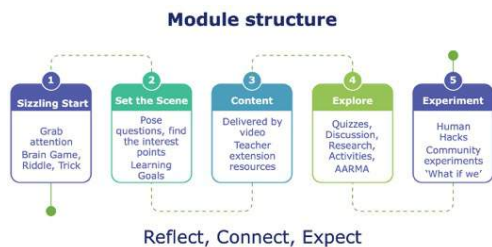
What do they worry about? Becoming targets themselves, guilt over inaction.

What are their dreams and aspirations? Harmonious social interactions, being a good friend.

Hear:

What influences them? Social norms, advice from peers or adults.

What do they hear others say? Justifications for silence or encouragement to act.



Content

Empathy Mapping for four additional scenarios

CYBERBULLING ON SOCIAL MEDIA CONTINUED

See:

What do they see? The ongoing bullying, others' reactions to it.
What are their friends doing? Some might be indifferent, others might be quietly concerned.

Say and Do:

What are their behaviours in public? Non-confrontational, possibly discussing the situation privately.
What is their attitude? Uncertain, possibly anxious about the correct course of action.

Pain:

What are their frustrations, fears, obstacles? Inner conflict between action and inaction.
What is it like to be them? Torn between standing up and staying safe.

Gain:

What do they want? Resolution without personal risk.
What are their goals, success? Contributing to a solution that restores peace.

TEACHER OR PARENT

Think and Feel:

What matters to them? The wellbeing of students, effective handling of bullying.
What do they worry about? The impact of bullying on the victim and the school environment.
What are their dreams and aspirations? To create a safe and supportive educational environment.

Hear:

What influences them? Educational policies, professional responsibilities.
What do they hear others say? Concerns from other parents, administrative directives.

See:

What do they see? The emotional impact on the bullied student, possible evidence of bullying.
What are their friends doing? Other teachers or parents discussing strategies or expressing concern.

Say and Do:

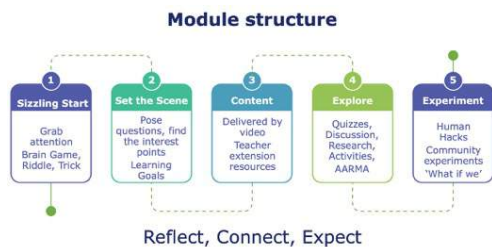
What are their behaviours in public? Proactive, supportive, seeking to address the issue comprehensively.
What is their attitude? Concerned, motivated to change the situation.

Pain:

What are their frustrations, fears, obstacles? Limitations in monitoring and controlling online behaviour, difficulty in effecting immediate change.
What is it like to be them? Stressful, burdened with responsibility yet determined.

Gain:

What do they want? Effective intervention, restored safety and trust.
What are their goals, success? Ensuring a healthy, bully-free school environment.



Content

Empathy Mapping for four additional scenarios

CONFLICT OVER EXTRACURRICULAR ACTIVITIES

Scenario:

A student wants to join the school's drama club, but their parents want them to focus solely on academics.

People to Empathise With: Student, Parents, Drama Teacher, Sibling, Student

Empathy Maps:

STUDENT

Think and Feel:

What matters to them? Creative expression and peer acceptance.

What do they worry about? Disappointing parents or missing out on personal interests.

What are their dreams and aspirations? To excel in drama and potentially pursue it further.

Hear:

What influences them? Parental advice on academic focus, peers' excitement about drama.

What do they hear others say? Parents' emphasis on academic success, friends discussing drama club activities.

See:

What do they see? Drama performances, friends enjoying extracurricular activities.

What are their friends doing? Engaging in and balancing extracurriculars.

Say and Do:

What are their behaviours in public? Tries to argue for joining drama, shows enthusiasm for the arts.

What is their attitude? Conflicted but passionate about drama.

Pain:

What are their frustrations, fears, obstacles? Feeling restricted, torn between interests and obligations.

What is it like to be them? Frustrated and constrained.

Gain:

What do they want? Approval to pursue drama alongside academics.

What are their goals, success? Prove they can handle both and gain personal satisfaction.

PARENTS

Think and Feel:

What matters to them? Academic success and future security of their child.

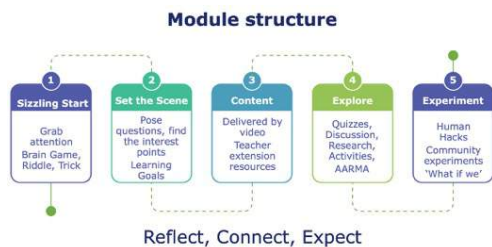
What do they worry about? Extracurriculars distracting from academics.

What are their dreams and aspirations? Seeing their child succeed in a competitive world.

Hear:

What influences them? Societal norms about success, other parents' focus on academics.

What do they hear others say? Stories of academic success leading to better opportunities.



Content

Empathy Mapping for four additional scenarios

CONFLICT OVER EXTRACURRICULAR ACTIVITIES CONTINUED

See:

What do they see? Reports of university admissions processes, academic achievements.

What are their friends doing? Focusing their kids on academics.

Say and Do:

What are their behaviours in public? Advocating for academic focus, discouraging extracurricular distractions.

What is their attitude? Firm and possibly dismissive of non-academic pursuits.

Pain:

What are their frustrations, fears, obstacles? Fear of their child not achieving potential academically.

What is it like to be them? Anxious and protective.

Gain:

What do they want? Their child to achieve academic excellence and secure a good future.

What are their goals, success? See their child succeed in a traditional sense.

DRAMA TEACHER

Think and Feel:

What matters to them? Student growth and expression through drama.

What do they worry about? Talented students missing out due to external pressures.

What are their dreams and aspirations? To nurture potential and see students thrive in drama.

Hear:

What influences them? Educational philosophy that supports well-rounded development.

What do they hear others say? Colleagues discussing student potential, parents' concerns.

See:

What do they see? Student's passion and potential in drama classes.

What are their friends doing? Other teachers supporting a balanced approach to education.

Say and Do:

What are their behaviours in public? Advocating for the student's involvement, discussing benefits with parents.

What is their attitude? Supportive and encouraging of student interests.

Pain:

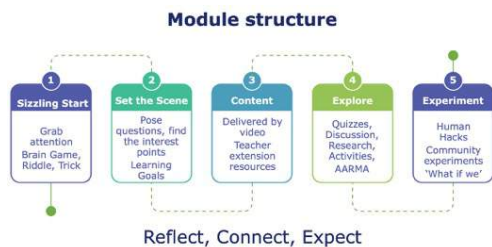
What are their frustrations, fears, obstacles? Seeing students unable to participate due to academic pressure.

What is it like to be them? Frustrated but hopeful.

Gain:

What do they want? For students to explore and excel in their interests.

What are their goals, success? Successful drama productions and student development.



Content

Empathy Mapping for four additional scenarios

CONFLICT OVER EXTRACURRICULAR ACTIVITIES CONTINUED

SIBLING

Think and Feel:

What matters to them? The well-being and happiness of their sibling.
What do they worry about? Conflict in the family over extracurriculars.
What are their dreams and aspirations? To see their sibling happy and successful.

Hear:

What influences them? Family dynamics and previous experiences.
What do they hear others say? Discussions and arguments at home about the issue.

See:

What do they see? Their sibling's enthusiasm for drama and parents' stress.
What are their friends doing? Balancing their activities and schoolwork successfully.

Say and Do:

What are their behaviours in public? Trying to mediate between parents and sibling, sharing positive personal experiences.
What is their attitude? Conciliatory and supportive.

Pain:

What are their frustrations, fears, obstacles? Seeing the family in conflict, sibling unhappy.
What is it like to be them? Concerned and caught in the middle.

Gain:

What do they want? Harmony in the family and both academic and extracurricular success for the sibling.
What are their goals, success? To help find a balance that satisfies everyone.

RESPONSE TO A CLASSROOM INCIDENT

Scenario:

A teacher wrongly accuses a student of cheating, leading to a confrontation in class. The student feels humiliated and misunderstood.

People to Empathise With: Accused Student, Teacher, Parent, Witnessing Student

Empathy Maps:

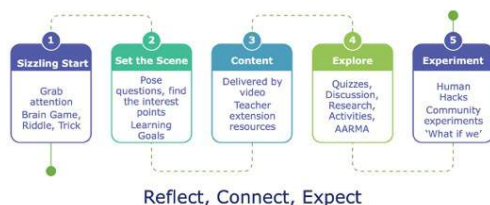
ACCUSED STUDENT

Think and Feel:

What matters to them? Integrity and being understood.
What do they worry about? Being labelled a cheater, lasting impact on their reputation.
What are their dreams and aspirations? To be respected and seen as honest.

Hear:

What influences them? Classroom dynamics, peer opinions.
What do they hear others say? Accusations from the teacher, possibly whispers from classmates.



Empathy Mapping for four additional scenarios

RESPONSE TO A CLASSROOM INCIDENT CONTINUED**See:**

What do they see? Disapproving looks from peers, the teacher's stern expression.

What are their friends doing? Some may look sympathetic, others confused or judgmental.

Say and Do:

What are their behaviours in public? Defensive, trying to clear their name, possibly upset.

What is their attitude? Hurt and defiant against the false accusation.

Pain:

What are their frustrations, fears, obstacles? Damage to their self-esteem and school reputation, feeling misunderstood.

What is it like to be them? Embarrassed and under pressure.

Gain:

What do they want? To clear their name and restore their reputation.

What are their goals, success? Being vindicated and receiving an apology, maintaining their dignity.

TEACHER**Think and Feel:**

What matters to them? Maintaining academic integrity and classroom order.

What do they worry about? Making a mistake in judgment, impact on the student.

What are their dreams and aspirations? To be a fair and respected educator.

Hear:

What influences them? School policies on cheating, past experiences with student honesty.

What do they hear others say? Comments from other teachers or educational literature on handling cheating.

See:

What do they see? Possible evidence or behaviour that led to the suspicion.

What are their friends doing? Other teachers handling similar situations with strictness or flexibility.

Say and Do:

What are their behaviours in public? Accusatory initially, potentially apologetic upon realising the mistake.

What is their attitude? Regretful if wrong, committed to upholding standards.

Pain:

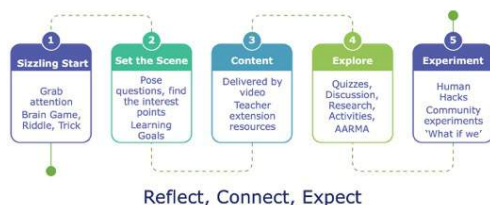
What are their frustrations, fears, obstacles? The challenge of being both just and empathetic, potential backlash from a wrong accusation.

What is it like to be them? Stressed and possibly remorseful.

Gain:

What do they want? To rectify the situation if wrong, ensure fairness.

What are their goals, success? To manage the classroom effectively, maintain trust and respect.



Empathy Mapping for four additional scenarios

RESPONSE TO A CLASSROOM INCIDENT CONTINUED**PARENT****Think and Feel:**

What matters to them? Their child's well-being and fair treatment.
 What do they worry about? Long-term effects of the accusation on their child.
 What are their dreams and aspirations? To see their child thrive and be treated justly.

Hear:

What influences them? Their child's version of events, possibly other parents' experiences.
 What do they hear others say? Advocacy suggestions from friends or legal advisors.

See:

What do they see? Their child's distress and the need for support.
 What are their friends doing? Other parents may share similar experiences and offer support.

Say and Do:

What are their behaviours in public? Protective, possibly confrontational towards the school.
 What is their attitude? Defensive of their child, demanding fairness.

Pain:

What are their frustrations, fears, obstacles? Anguish over seeing their child unfairly accused, challenges in dealing with school authorities.
 What is it like to be them? Frustrated and determined to seek justice.

Gain:

What do they want? An apology and clear exoneration for their child.
 What are their goals, success? To protect their child's rights and ensure they are not harmed by the accusation.

WITNESSING STUDENT**Think and Feel:**

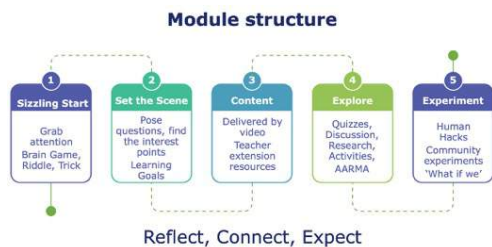
What matters to them? Truth and peer relationships.
 What do they worry about? Being involved in controversy, possible repercussions from taking sides.
 What are their dreams and aspirations? To be a good student and a loyal friend.

Hear:

What influences them? Classroom discussions, teachers' and students' opinions.
 What do they hear others say? Mixed reactions, some supporting the teacher, others questioning the fairness.

See:

What do they see? The incident unfolding, the reactions of both the accused and the teacher.
 What are their friends doing? Some might be spreading rumours, others staying silent.



Content

Empathy Mapping for four additional scenarios

RESPONSE TO A CLASSROOM INCIDENT CONTINUED

Say and Do:

What are their behaviours in public? Cautious, may share what they know with trusted peers or adults.

What is their attitude? Concerned about justice and the impact on peer dynamics.

Pain:

What are their frustrations, fears, obstacles? Conflict between honesty and peer pressure, anxiety about being involved.

What is it like to be them? Torn and cautious.

Gain:

What do they want? A fair resolution, peace in the classroom.

What are their goals, success? To help clarify the situation without causing further issues, maintain their integrity and friendships.

DIFFICULTY WITH A NEW SUBJECT

Scenario:

A student is struggling with a new subject, like algebra or a foreign language. The student is becoming increasingly frustrated and starts acting out in class.

People to Empathise With: Struggling Student, Supportive Teacher, Parent. Excelling Classmate

Empathy Maps:

STRUGGLING STUDENT

Think and Feel:

What matters to them? Understanding the subject and not feeling left behind.

What do they worry about? Failing the class, looking incompetent.

What are their dreams and aspirations? To master the subject and gain confidence.

Hear:

What influences them? Tutoring offers, encouragement or frustration from parents.

What do they hear others say? Peers discussing the subject, possibly dismissive or unhelpful comments from frustrated teachers.

See:

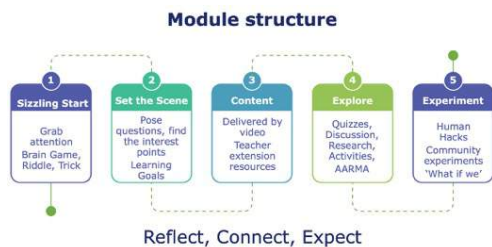
What do they see? Other students grasping the subject, their own poor grades.

What are their friends doing? Some struggling, others succeeding effortlessly.

Say and Do:

What are their behaviours in public? Acts out in frustration, may avoid participation.

What is their attitude? Discouraged and defensive.



Content

Empathy Mapping for four additional scenarios

DIFFICULTY WITH A NEW SUBJECT CONTINUED

Pain:

What are their frustrations, fears, obstacles? Inability to keep up, feeling of embarrassment in class.

What is it like to be them? Stressful and disheartening.

Gain:

What do they want? To understand the material, feel competent.

What are their goals, success? Improved performance and reduced stress.

SUPPORTIVE TEACHER

Think and Feel:

What matters to them? Student success and effective teaching.

What do they worry about? Not reaching every student, especially those who are struggling.

What are their dreams and aspirations? To be an inspiring and supportive educator.

Hear:

What influences them? Educational strategies, feedback from colleagues.

What do they hear others say? Insights on pedagogy, student feedback.

See:

What do they see? The student's frustration and lack of progress.

What are their friends doing? Other teachers implementing different teaching methods.

Say and Do:

What are their behaviours in public? Offers extra help, tries different teaching approaches.

What is their attitude? Concerned and proactive.

Pain:

What are their frustrations, fears, obstacles? Feeling ineffective, student's ongoing struggles.

What is it like to be them? Challenging yet hopeful.

Gain:

What do they want? To help the student succeed, validate their teaching methods.

What are their goals, success? Student improvement and positive feedback.

PARENT

Think and Feel:

What matters to them? Their child's academic and emotional well-being.

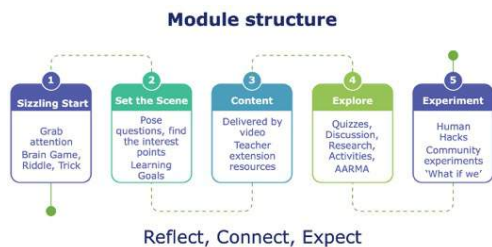
What do they worry about? The child's increasing frustration and potential for long-term impact.

What are their dreams and aspirations? To see their child happy and successful at school.

Hear:

What influences them? Conversations with the child, possibly advice from other parents or educators.

What do they hear others say? Concerns from the teacher, suggestions for support.



Content

Empathy Mapping for four additional scenarios

DIFFICULTY WITH A NEW SUBJECT CONTINUED

See:

What do they see? The child's distress and homework struggles.
What are their friends doing? Other parents might share their own experiences or offer advice.

Say and Do:

What are their behaviours in public? Seeks resources for the child, may express concern to the teacher.
What is their attitude? Supportive yet worried.

Pain:

What are their frustrations, fears, obstacles? Seeing the child struggle, feeling unable to help effectively.
What is it like to be them? Frustrating and concerning.

Gain:

What do they want? To alleviate their child's struggles, ensure academic and emotional growth.
What are their goals, success? The child's improved performance and restored self-esteem.

EXCELLING CLASSMATE

Think and Feel:

What matters to them? Their own academic success and peer relationships.
What do they worry about? Maintaining their performance, possibly the dynamics with struggling peers.
What are their dreams and aspirations? Continued academic excellence, maybe helping others.

Hear:

What influences them? Praise from teachers, parents' expectations.
What do they hear others say? Recognition for their success, possibly peers asking for help.

See:

What do they see? The contrast between their own understanding and others' struggles.
What are their friends doing? Some might be indifferent, others supportive of struggling peers.

Say and Do:

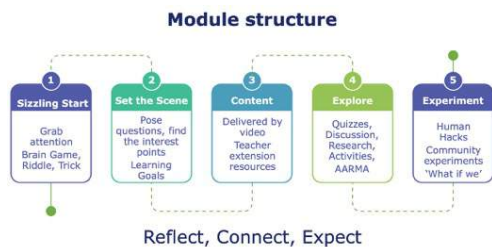
What are their behaviours in public? Confident in subject matter, might offer help or keep to themselves.
What is their attitude? Proud but potentially empathetic to peers.

Pain:

What are their frustrations, fears, obstacles? Balancing high performance with being approachable.
What is it like to be them? Satisfying yet aware of peers' challenges.

Gain:

What do they want? To maintain their grades, possibly be seen as a leader or helper.
What are their goals, success? Academic recognition and positive peer influence.



Content

Empathy Mapping for four additional scenarios

RUMOURS AND GOSSIP

Scenario:

A rumour about a student spreads rapidly through the school, affecting the student's reputation and social life.

People to Empathise With: Targeted Student, Gossiping Students, Informed Student, School Counsellor

Empathy Maps:

TARGETTED STUDENT

Think and Feel:

What matters to them? Reputation and social standing.
What do they worry about? Being ostracised, long-term impact on friendships.
What are their dreams and aspirations? To be accepted and respected among peers.

Hear:

What influences them? Social dynamics, peer pressure.
What do they hear others say? Hurtful rumours, whispered judgments.

See:

What do they see? Peers congregating and whispering, possibly avoiding them.
What are their friends doing? Some might be distancing themselves, others confused or concerned.

Say and Do:

What are their behaviours in public? Defensively trying to counter rumours, seeking support.
What is their attitude? Distressed, possibly aggressive or withdrawn.

Pain:

What are their frustrations, fears, obstacles? Social isolation, emotional distress from rumours.
What is it like to be them? Lonely, anxious, and hurt.

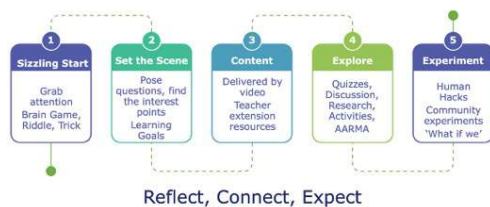
Gain:

What do they want? To clear their name, restore friendships and trust.
What are their goals, success? Rebuilding their social life and confidence.

GOSSIPING STUDENTS

Think and Feel:

What matters to them? Social engagement and influence.
What do they worry about? Their own standing within the group, being out of the loop.
What are their dreams and aspirations? To be at the centre of attention, influential in social settings.



Empathy Mapping for four additional scenarios

RUMOURS AND GOSSIP CONTINUED

Hear:

What influences them? Peer contributions to the rumour, reinforcement from the group.

What do they hear others say? Additions to the story, laughter or shock that fuels further gossip.

See:

What do they see? Reactions from the targeted student, feedback from the social group.

What are their friends doing? Participating in spreading or listening to the gossip.

Say and Do:

What are their behaviours in public? Spreading rumours, discussing the story with peers.

What is their attitude? Engaged, possibly oblivious or indifferent to the harm caused.

Pain:

What are their frustrations, fears, obstacles? Fear of social repercussions if the truth comes out.

What is it like to be them? Thrilling yet risky if exposed.

Gain:

What do they want? To maintain or increase their social standing.

What are their goals, success? Being a central figure in the social network.

INFORMED STUDENT

Think and Feel:

What matters to them? Honesty and justice.

What do they worry about? The consequences of speaking out, being targeted next.

What are their dreams and aspirations? To be a person of integrity and a supportive friend.

Hear:

What influences them? Moral values, advice from trusted adults or mentors.

What do they hear others say? Conflicting advice on whether to reveal the truth.

See:

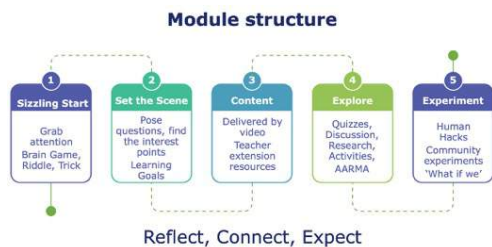
What do they see? The distress of the targeted student, the excitement of the gossipers.

What are their friends doing? Some might be encouraging disclosure, others cautioning against involvement.

Say and Do:

What are their behaviours in public? Hesitant, weighing the risks of intervening.

What is their attitude? Conflicted, morally driven.



Content

Empathy Mapping for four additional scenarios

RUMOURS AND GOSSIP CONTINUED

Pain:

What are their frustrations, fears, obstacles? Torn between truth and social safety.

What is it like to be them? Burdened with knowledge, anxious about the right course.

Gain:

What do they want? To correct misinformation, support the victim.

What are their goals, success? To navigate the situation without personal fallout, uphold their values.

School Counsellor

Think and Feel:

What matters to them? Student welfare, a positive school climate.

What do they worry about? The spread and impact of harmful rumours.

What are their dreams and aspirations? To foster a supportive, respectful school environment.

Hear:

What influences them? Reports from students, insights from educational psychology.

What do they hear others say? Concerns from teachers, students, or parents about the situation.

See:

What do they see? The emotional fallout among students, the dynamics of the rumour spread.

What are their friends doing? Other staff addressing similar issues, sharing strategies.

Say and Do:

What are their behaviours in public? Intervening to offer support, possibly conducting sessions to address rumours.

What is their attitude? Proactive, empathetic.

Pain:

What are their frustrations, fears, obstacles? Challenges in managing widespread social issues, feeling limited by the extent of their influence.

What is it like to be them? Stressed but dedicated to making a positive impact.

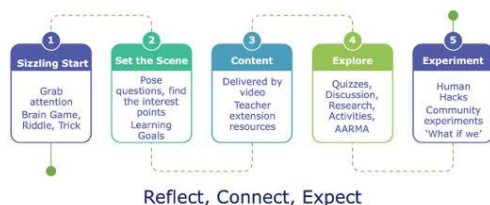
Gain:

What do they want? To restore harmony and understanding among the student body.

What are their goals, success? Effective resolution of conflicts, enhanced trust and communication among students.

This comprehensive empathy mapping provides a deep understanding of each person's internal experiences and external influences in these scenarios, offering a foundation for developing responsive strategies and interventions.

Module structure



Content



Focus and questions

EMPATHY MAPPING DEBRIEF

How has creating an empathy map changed your understanding of the situations we explored?

Can you identify a time when you experienced feelings similar to those you described in any of the empathy maps? How might understanding those feelings in others influence your actions in the future?

In what ways do you think empathy contributes to resolving conflicts or misunderstandings in a social setting? Provide an example from the scenarios or your own life.

How might increasing your empathy influence your relationships and interactions on social media and other digital platforms?

What strategies can you develop to become more empathetic in situations where you initially feel judgmental or indifferent?

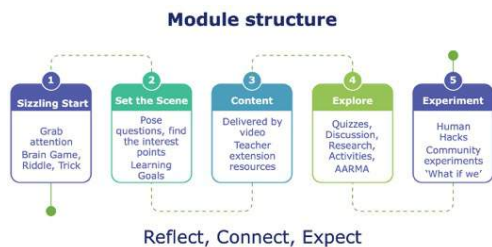
(See guidance for the key messages to draw out on the next page.)

Teacher Tips



If this class or your school is learning or practicing some kind of writing tasks or other language skills, you could bring that in here, ie thinking routines, or a focus on short essay writing.

For example, you could ask them to write a personal reflection based on these questions.



Content

Empathy Mapping Debrief Questions – Key Messages

How has creating an empathy map changed your understanding of the situations we explored?

Key Messages:

- Empathy helps us see beyond our initial perceptions and understand the complexities of other people's experiences and emotions.
- Recognising multiple perspectives can change how we respond to and think about a situation, leading to more thoughtful and inclusive actions.

Can you identify a time when you experienced feelings similar to those you described in any of the empathy maps? How might understanding those feelings in others influence your actions in the future?

Key Messages:

- Personal experiences can be powerful tools for connecting with others; understanding our own feelings can help us relate to what others are going through.
- Reflecting on our feelings and those of others can guide us to more compassionate and appropriate responses in future interactions.

In what ways do you think empathy contributes to resolving conflicts or misunderstandings in a social setting? Provide an example from the scenarios or your own life.

Key Messages:

- Empathy allows us to understand the motivations and feelings of others, which is crucial in resolving conflicts and reducing misunderstandings.
- By putting ourselves in someone else's shoes, we can find common ground and solutions that respect everyone's needs and feelings.

How might increasing your empathy influence your relationships and interactions on social media and other digital platforms?

Key Messages:

- Digital communication often lacks the non-verbal cues that help us understand emotional context, making empathy even more critical.
- Practicing empathy online can prevent misunderstandings, reduce conflict, and promote more positive interactions, even in anonymous or distant relationships.

What strategies can you develop to become more empathetic in situations where you initially feel judgemental or indifferent?

Key Messages:

- Developing strategies like active listening, asking open-ended questions, and pausing to consider others' viewpoints can enhance empathy.
- Empathy is a skill that can be strengthened with intention and practice, leading to better personal and social outcomes.

Module structure



Exploration

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

SOCIAL ME Snakes and Ladders



Goal of the Game

Reach the finish but with the MOST POINTS for choosing the correct scenarios (this is a bit of a gamble because finishing first will not guarantee the most points to win the game).

HOW TO PLAY

1. Roll the dice and move the token forward the number on the dice. Group members take turns at rolling the dice and moving the token.
2. If you land where there is a ladder, climb 'up' the ladder to a higher number, and if the token lands on a snake, slide 'down' the ladder to a lower number.
3. If you land on a PINK or BLUE number the person who rolled the dice must take a scenario card and read out the scenario and options to the group. The group must decide which of the scenarios they think is the best. If there is not a consensus the person who rolled the dice makes the decision.
4. If you land on a PINK or BLUE with a ladder or snake, you can choose to take a scenario card before you move.
5. Record your group's scenario decision on the scorecard.

MINDFUL not MINDLESS

Key messages

In life, there is often more than one 'choice' in how you respond to a situation

There are non-useful, useful, and 'best' choices

It can take a bit of time to decide what the best choice is, and it will usually mean considering short- and long-term consequences, as well as impact on self and others

It's also to simply think about the 'right thing to do' which can take courage

Focus and questions

ACTIVITY: SCENARIO SNAKES AND LADDERS

Interactive group activity. See the next few pages for description of the activity.

Note: A copy of the Score Sheet is in the Student Workbook.

MEME: Mindful not Mindless Choices

Practice being fully aware of what is motivating you to make choices. We often 'mindlessly' succumb to our social brains. Aim to be more deliberate or 'mindful' about your behaviour – don't get hacked!

This is a valuable life skill to be learning NOW when your adolescent brain is at its 'learning best'.

(You don't have to stick to these rules – you can create a different approach to the game if that suits.)

Teacher Tips

Activity instructions and answers are outlined in the following pages.

We have not included all scenario cards in this Teacher Guide to save space.

There is a **downloadable PDF** for you with the complete set of Scenario Cards.



SOCIAL ME

Snakes and Ladders

Instructions

For each group of 3 to 4 you will need ...

- Printed copy of the Social Me Snakes and Ladders 'board'. If you can print on A3 or larger that will make it easier.
- A 'token' to be moved around the board.
- 1 dice
- Printed copy of the Scenario Cards (perhaps laminated) and placed up the front of the classroom.

Goal of the Game

Reach the finish but with the MOST POINTS for choosing the correct scenarios (this is a bit of a gamble because finishing first will not guarantee the most points to win the game).

How to Play

1. Roll the dice and move the token forward the number on the dice. Group members take turns at rolling the dice and moving the token.
2. If you land where there is a ladder, climb 'up' the ladder to a higher number, and if the token lands on a snake or your ladder takes you to a snake, slide 'down' the ladder to a lower number.
3. If you land on a PINK or BLUE number the person who rolled the dice must take a scenario card and read out the scenario and options to the group. The group must decide which of the scenarios they think is the best. If there is not a consensus the person who rolled the dice makes the decision.
4. If you land on a PINK or BLUE with a ladder or snake, you can choose to take a scenario card before you move.
5. Record your group's decision on a Score Sheet (copies in the student workbook).

Scoring

1. The team who finishes first gets 10 points. If you have time, wait for all teams to finish.
2. Teams then earn 10 points for each correct option selected.

Scenario 1

GROUP PROJECT DECISIONS

Your group can't agree on an idea for the class project. Some members want to go with a risky, innovative idea, while others prefer something safer and more traditional.

Option 1

Ignore everyone's ideas and decide on your own.

Option 2

Let the loudest person decide for the group.

Option 3

Suggest a vote without discussion.

Option 4

Discuss each idea as a group and list the pros and cons.

Option 5

Only consider ideas from your closest friends.

For each correct choice the group earns 10 points.

Scenario 1: Group Project Decisions

Scenario Description: Your group can't agree on an idea for the class project. Some members want to go with a risky, innovative idea, while others prefer something safer and more traditional.

Best Response: Discuss each idea as a group and list the pros and cons.

Why: Promotes comprehensive understanding and consensus, utilising rational decision-making to ensure a well-considered decision.

Other responses:

Ignore everyone's ideas and decide on your own. (Non-useful) - Undermines teamwork and may result in missing valuable insights.

Let the loudest person decide for the group. (Non-useful) - Prevents a fair evaluation of ideas, potentially leading to suboptimal decisions.

Suggest a vote without discussion. (Good, but not the best) - Limits thorough exploration of ideas, possibly resulting in uninformed choices.

Only consider ideas from your closest friends. (Good, but not the best) - Introduces bias and may exclude potentially better suggestions from other group members.

Scenario 2: Peer Pressure

Scenario Description: Friends are pressuring you to skip class to hang out at the mall.

Best Response: Explain why you value your education and prefer to stay in class.

Why: Reinforces personal values and long-term goals, promoting mature decision-making.

Other responses:

Skip class to fit in. (Non-useful) - Prioritizes short-term social acceptance over important long-term benefits like education.

Tell them you'll think about it and decide later. (Good, but not the best) - Delays addressing the issue and may lead to increased pressure.

Laugh it off and change the subject. (Good, but not the best) - Avoids confrontation but fails to assert personal values and boundaries.

Accuse your friends of being irresponsible. (Non-useful) - Could escalate conflict and damage relationships.

For each correct choice the group earns 10 points.

Scenario 3: Reacting to Criticism

Scenario Description: A classmate criticizes your presentation harshly in front of others, which makes you feel upset.

Best Response: Thank them for their feedback and ask for specific ways to improve.

Why: Encourages personal growth and learning, demonstrating maturity and emotional intelligence.

Other responses:

Respond angrily and defend your work aggressively. (Non-useful) - Damages professional relationships and can close off constructive dialogue.

Ignore the criticism and stop talking to that classmate. (Non-useful) - Avoids potentially useful feedback and can lead to ongoing interpersonal issues.

Agree with everything they say even if you don't believe it. (Good, but not the best) - May prevent conflict but doesn't contribute to personal improvement or honest communication.

Make a joke about it to lighten the mood. (Good, but not the best) - Temporarily diffuses tension but avoids addressing the substance of the feedback.

Scenario 4: Witnessing Bullying

Scenario Description: You see a group of students picking on a younger student in the hallway.

Best Response: Report the incident to a teacher or counsellor immediately.

Why: Ensures the situation is handled appropriately with authority and provides support for the victim.

Other responses:

Join in because you don't want to be the next target. (Non-useful) - Compromises personal ethics and contributes to harmful behaviour.

Ignore it and walk away. (Non-useful) - Fails to support a vulnerable individual and allows bullying to continue.

Tell the bullies to stop and that it's not cool. (Good, but not the best) - Directly addresses the issue but may not be effective without adult intervention.

Laugh to appear neutral but feel bad about it later. (Good, but not the best) - Avoids direct involvement but does nothing to help the victim or stop the bullying.

For each correct choice the group earns 10 points.

Scenario 5: Sharing Personal Information Online

Scenario Description: A new popular app asks for a lot of personal information before you can create an account.

Best Response: Check privacy settings and only share what is necessary.

Why: Balances the use of the app with privacy considerations, making an informed decision to protect personal data.

Responses:

Share everything the app asks for without checking the privacy policy. (Non-useful) - Risks personal security and privacy without understanding the consequences.

Skip the app and tell your friends it's unsafe. (Good, but not the best) - Avoids potential privacy issues but may miss out on benefits if privacy concerns can be managed.

Share only your name and email but nothing more. (Good, but not the best) - A cautious approach, but might still expose you to some risks if additional settings are ignored.

Lie about your details to protect your identity. (Non-useful) - Creates complications and potential violations of terms of service.

Scenario 6: Choosing a Team Leader

Scenario Description: Your class needs to elect a leader for a sports team, and your best friend wants the position, but you think someone else would be better.

Best Response: Discuss each candidate's strengths and weaknesses openly.

Why: Promotes fair and informed decision-making, ensuring the team benefits from the best leadership.

Responses:

Let someone else decide because you don't want to upset anyone. (Non-useful) - Avoids responsibility and may result in suboptimal leadership selection.

Vote for your friend to maintain your friendship. (Non-useful) - Prioritizes personal relationships over team needs, potentially harming team performance.

Stay silent during the discussion to avoid conflict. (Good, but not the best) - Avoids taking a stand, potentially leading to regret if the best leader isn't chosen.

Suggest a candidate randomly to speed up the decision. (Good, but not the best) - Does not consider the qualifications necessary for effective leadership, risking poor team dynamics.

For each correct choice the group earns 10 points.

Scenario 7: Handling Cheating

Scenario Description: You notice a classmate cheating during a test.

Best Response: Report the cheating to the teacher after the test discreetly.

Why: Promotes integrity and fairness, ensuring that all students are evaluated on equal terms.

Responses:

Ignore it to avoid being labelled a snitch. (Non-useful) - Fails to uphold academic honesty, potentially devaluing the efforts of other students.

Confront the classmate directly and loudly in front of others. (Non-useful) - May escalate the situation unnecessarily and disrupt the test environment.

Tell a few other classmates about it to see what they think. (Good, but not the best) - Risks spreading gossip and may not lead to a constructive resolution.

Do nothing but feel guilty for not acting. (Good, but not the best) - Avoids immediate conflict but fails to address the issue of fairness.

Scenario 8: Group Exclusion

Scenario Description: You are part of a group that starts excluding another student because they are different.

Best Response: Invite the student to join despite the group's initial reluctance.

Why: Encourages inclusivity and challenges prejudice, promoting a more welcoming environment.

Responses:

Exclude the student more to fit in with the group. (Non-useful) - Reinforces negative group dynamics and can contribute to a hostile environment.

Ignore the situation because it's easier than causing a stir. (Non-useful) - Passivity allows exclusion to continue, potentially harming the excluded student.

Talk to the student privately to explain why they are being excluded. (Good, but not the best) - Addresses the issue directly with the student but does not challenge the group's behaviour.

Discuss the issue with the group to encourage inclusivity. (Good, but not the best) - Promotes dialogue but lacks the direct action of inviting the student, which could have an immediate positive impact.

For each correct choice the group earns 10 points.

Scenario 9: Reacting to Gossip

Scenario Description: You overhear friends gossiping negatively about another friend who isn't there.

Best Response: Defend the absent friend and suggest stopping the gossip.

Why: Upholds respect for others and challenges harmful behaviour, maintaining group integrity.

Responses:

Add more rumours to the gossip. (Non-useful) - Exacerbates the situation and damages relationships.

Laugh along to blend in. (Non-useful) - Complicity in harmful behaviour damages trust and integrity.

Quietly listen but don't contribute. (Good, but not the best) - Avoids adding to the gossip but also fails to challenge it.

Change the subject to something less harmful. (Good, but not the best) - Redirects the conversation but does not address the issue of gossiping about absent friends.

Scenario 10: Dealing with Failure

Scenario Description: You get a lower grade than expected on a project you worked hard on.

Best Response: Ask the teacher for detailed feedback and ways to improve.

Why: Fosters learning and improvement, showing a proactive approach to overcoming setbacks.

Responses:

Blame the teacher for your low grade. (Non-useful) - Avoids personal accountability and can harm student-teacher relations.

Complain to your friends about how unfair the grading was. (Non-useful) - Creates negativity without addressing the root causes of the low grade.

Accept the grade without seeking feedback. (Good, but not the best) - Misses the opportunity for growth and understanding.

Decide to work harder next time without understanding the mistakes. (Good, but not the best) - Well-intentioned but may not be effective if the underlying issues are not addressed.

For each correct choice the group earns 10 points.

Scenario 11: Feeling Left Out

Scenario Description: You feel left out when your friends plan an outing without inviting you.

Best Response: Express your feelings to your friends and ask about being included next time.

Why: Promotes open communication and can help resolve feelings of exclusion, strengthening friendships.

Responses:

Ignore your friends next time you see them. (Non-useful) - Can lead to further alienation and unresolved feelings.

Plan your own outing without them as revenge. (Non-useful) - Escalates conflict and can damage friendships.

Shrug it off and pretend it doesn't bother you. (Good, but not the best) - Avoids addressing the issue, potentially leading to continued feelings of exclusion.

Talk to new people and try to make other friends. (Good, but not the best) - Expanding social circles is positive but does not address the issue with current friends.

Scenario 12: Managing Anger

Scenario Description: A teammate criticizes you harshly during practice, and you feel angry.

Best Response: Ask for clarification on the criticism in a calm manner.

Why: Encourages constructive dialogue and helps manage emotional responses effectively.

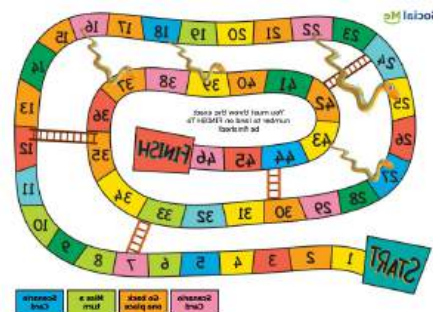
Responses:

Yell back at the teammate to defend yourself. (Non-useful) - Can escalate the situation and damage team cohesion.

Ignore the criticism and stew in anger. (Non-useful) - Avoids addressing the issue, potentially leading to ongoing resentment and ineffective communication.

Discuss the issue with the coach instead of the teammate. (Good, but not the best) - Involving a third party may be helpful, but direct communication might resolve the issue more effectively.

Tell other teammates about your anger to gain support. (Good, but not the best) - May create divisions within the team and does not address the criticism constructively.



SCORE SHEET FOR 'SOCIAL ME' SNAKES AND LADDERS

Scenario	Choice	Score
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

IF YOU WERE THE FIRST GROUP TO FINISH, ADD 10 POINTS

FINAL SCORE _____

Module structure



Exploration



Here is another exploration game based on the original 'experiment' that helped scientists understand the social brain.



Focus and questions

ACTIVITY: THE ULTIMATUM GAME

Interactive group activity. See the next few pages for description of the activity.

Note: A copy of the Tally Sheet is in the Student Workbook.

DEBRIEF – CLASS DISCUSSION

Debrief questions are on slides and a debrief guide is on the next few pages.

A copy of the debrief questions is in the Student Workbook should you prefer students to debrief in small groups.

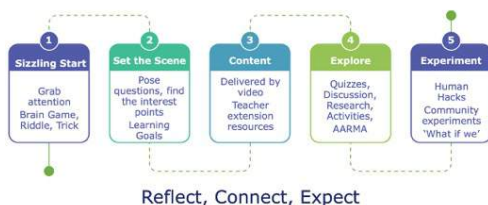
REMEMBER: the learning and insight is in the debriefing!

Teacher Tips

The Activity instructions and answers are outlined in the following pages.

There is a downloadable PDF for you with the complete set of Scenario Cards.





Exploration



Focus and questions

Teacher Tips

VIDEO: THE ULTIMATUM GAME

Optional extra video. This is a video about the Ultimatum Game and how it is used in explaining how the human brain is not always 'logical' when making economic decisions.

KEY MESSAGES

- Your social brain plays a significant role in your decision-making
- A perception of fairness is important to the social brain
- In the absence of information (ie, 'why' the proposer or responder made the decisions they did) the social brain will make up stories about the relationship or motive of the other person and assume the worst, and can seek revenge
- The social brain is seeking to 'protect' you from being excluded or embarrassed and will act accordingly.
- **LINK TO BUILDING YOUR HUMAN AARMA!**

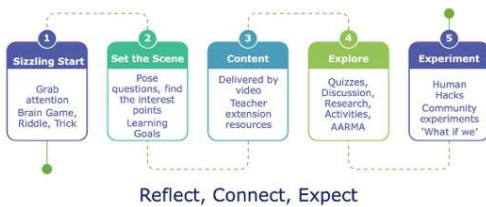
MEME: Mindful not Mindless Choices

Practice being fully aware of what is motivating you to make choices. We often 'mindlessly' succumb to our social brains. Aim to be more deliberate or 'mindful' about your behaviour – don't get hacked!

This is a valuable life skill to be learning NOW when your adolescent brain is at its 'learning best'.

We have included this optional video you could show students AFTER the game to reinforce the concepts. The Ultimatum Game was originally used in Behavioural Science for Economic decision and was also used in the experiments that led to the 'discovery' of the social brain.

You could link to AARMA. Aware of how your brain works and Accepting it as 'normal but not always useful'



THE ULTIMATUM GAME – DEBRIEF GUIDE

Here are some key messages to draw out during the **ULTIMATUM GAME** debrief?

1. Fairness and Social Acceptance

The game inherently **tests notions of fairness, which are central to social acceptance**. When a proposer makes an offer, they are not just splitting money but also sending a message about how they value the other person's contribution and presence in the game. A fair offer suggests **respect and equality**, elements crucial to social acceptance and cohesion. Conversely, an unfair offer can signal disrespect and exclusion, which might trigger strong emotional responses due to **perceived social rejection**.

2. Emotional Responses and the Limbic System

The limbic system, a part of the brain heavily involved in processing emotions, plays a significant role during the Ultimatum Game. When responders receive low offers, **their limbic systems may elicit feelings of anger or betrayal**, which are emotional cues related to **social rejection**. This reaction is not just about the monetary loss but is deeply tied to a **need for fair and equal treatment**, reflecting the social brain's sensitivity to status and inclusion within a group.

3. Rational Thinking vs. Social Emotions

The **pre-frontal cortex**, responsible for rational thought and decision-making, might calculate that accepting any non-zero offer is beneficial from a purely economic standpoint. However, the social brain—mediated by the emotional inputs from the limbic system—often overrules this rational calculation. This clash illustrates how **social and emotional factors weigh heavily in our decisions**, often **prioritising social harmony and fairness over material gain**.

4. Role of Mirror Neurons

Mirror neurons might also play a role in this dynamic by enabling individuals to **empathise with each other's emotional states**. For instance, seeing someone else receive an unfair offer and their subsequent reaction can prime individuals to respond similarly when placed in the same situation. This mechanism facilitates **understanding and alignment of social norms around fairness and justice within a community**.

5. Teaching About Social Negotiation and Relationships

The Ultimatum Game mimics real-life social negotiations where the stakes involve more than just money—they encompass **social bonds, reputations, and hierarchies**. The decisions made in the game can lead to discussions about how people manage social relationships and the importance of fairness and respect in maintaining these relationships.

6. Long-Term Social Implications

Consistently fair players might be seen as more trustworthy and cooperative, potentially leading to better social outcomes over time.

The Ultimatum Game

About the Ultimatum Game

The Ultimatum Game is a classic exercise in economic psychology that explores decision-making, fairness, and negotiation driven by the social brain.

In this game, students will play one of three roles: the Proposer, the Responder, or the Banker.

The Proposer is given a set amount of money (\$10) each round and must decide how to split this amount with the **Responder**. The Proposer writes down an offer on how much money to give to the Responder, and the Responder then chooses to accept or reject this offer. If the offer is accepted, both players receive the money as proposed. If the offer is rejected, neither player receives any money for that round. The **Banker's role** is to oversee the transactions, ensuring that all offers and responses are recorded accurately and that the distribution of money adheres to the decisions made.

Throughout the game, **no discussion about the offers or strategies is allowed** until the debrief session at the end. Students are encouraged to **NOT show their emotional responses** until the end of the game.

This fun activity highlights how our social brain (not necessarily logical) overrides logic when we experience a social rejection or sense unfairness.

INSTRUCTIONS

Print one set of the instructions or per group.

Divide the class into groups of 3 or have one group play the game with observers. Have the group allocate themselves as a Proposer, Responder and Banker.

Give the students 20 minutes to play the game.

Remind students to play 'silently' and to put on their 'poker face' throughout the game.

The Ultimatum Game

The point of the game

For students to ...

- Critically analyse their own social and emotional drivers of behaviour
- Enhance their understanding of the complex interplay between individual interest and social dynamics
- Gain insight into why people (and why they) might act against their own or others' best interests under certain circumstances.

Key points for debrief

- **Emotional vs. Rational Decisions:** Discuss how the responder's decisions might be influenced by immediate emotional reactions versus long-term rational strategies.
- **Behavioural Learning:** Highlight how the Proposer adjusts his offers based on the Responder's responses, highlighting learning and strategy adjustments.
- **Economic Loss:** Focus on rounds where money was not exchanged due to rejections, discussing the impact of perceived fairness and emotional decisions on economic outcomes.
- **Brain Functions:** Relate decisions back to the brain's processing systems (pre-frontal cortex, limbic system, and mirror neurons).

In the teacher guide you will find a list of debrief questions and a more detailed debrief guide.

The Ultimatum Game

Pre-determined offers

You can have students play a different version of the game where the offers are pre-determined. On the next page is a page you can give to the Proposers if you wish to play it this way. You might have one group play this way, then allow 'choices' the time around ie, play the game twice.

You could do a 'round 2' and have the students change roles with this different version ie, a new banker, responder and proposer with this format.

This will, of course, end up with both parties feeling a range of challenging emotions.

Round 1: \$7 to keep, \$3 to Responder
 Round 2: \$6 to keep, \$4 to Responder
 Round 3: \$8 to keep, \$2 to Responder
 Round 4: \$5 to keep, \$5 to Responder
 Round 5: \$9 to keep, \$1 to Responder
 Round 6: \$7 to keep, \$3 to Responder
 Round 7: \$4 to keep, \$6 to Responder
 Round 8: \$6 to keep, \$4 to Responder
 Round 9: \$10 to keep, \$0 to Responder
 Round 10: \$5 to keep, \$5 to Responder

THE PROPOSER

In this game there are three players: The Proposer, The Responder and the Banker.

The Proposer is given a set amount of money (\$10) each round and must decide how to split this amount with the **Responder**. The Proposer writes down an offer on how much money to give to the Responder, and the Responder then chooses to accept or reject this offer.

If the **offer is accepted**, both players receive the money as proposed. If the **offer is rejected**, neither player receives any money for that round.

The **Banker's role** is to oversee the transactions, ensuring that all offers and responses are recorded accurately, and that the distribution of money adheres to the decisions made.

The Proposer and Responder may ask the Banker at any time what the 'winning's tally is.

YOUR TASK AS PROPOSER: Your task is to decide how much of this money to offer to the Responder each round in a way that **maximises your remaining amount** while ensuring the offer is **tempting enough to be accepted**.

NO DISCUSSION: Throughout the game, **no discussion about the offers or strategies is allowed** until the debrief session at the end.

NO EMOTIONAL RESPONSE: Keep your 'poker face' throughout the game. You can discuss how you felt and what you were thinking in the debrief after the game.

Specific Instructions

Remember Confidentiality: Do not discuss your offer strategy or thoughts with the Responder or the Banker.

1. Offer Making:

- Write down your offer on a piece of paper each round, fold it and hand it to the Responder.
- Vary your offers to explore different negotiation strategies. You must not offer a 50/50 split every time.

2. Procedure:

- Once you decide on an offer and have written it down, fold the paper and hand it to the Responder. Do not reveal or discuss the offer.

3. Boundaries for Initial Offers:

- **Round 1:** Offer \$3 to the Responder.
- **Round 2:** Offer \$7 to the Responder.
- **Round 3:** Offer \$1 to the Responder.

After these rounds, freely choose your offers but vary them to maintain unpredictability.

**NOTICE YOUR
THINKING AND
EMOTIONS (your social
brain responses) AS
YOU PLAY THE GAME SO
THAT YOU CAN DISCUSS
LATER IN THE DEBRIEF**

The Ultimatum Game

Pre-determined offers

Make these offers.

Round 1: \$7 to keep, \$3 to Responder

Round 2: \$6 to keep, \$4 to Responder

Round 3: \$8 to keep, \$2 to Responder

Round 4: \$5 to keep, \$5 to Responder

Round 5: \$9 to keep, \$1 to Responder

Round 6: \$7 to keep, \$3 to Responder

Round 7: \$4 to keep, \$6 to Responder

Round 8: \$6 to keep, \$4 to Responder

Round 9: \$10 to keep, \$0 to Responder

Round 10: \$5 to keep, \$5 to Responder

THE RESPONDER

In this game there are three players: The Proposer, The Responder and the Banker.

The Proposer is given a set amount of money (\$10) each round and must decide how to split this amount with the **Responder**. The Proposer writes down an offer on how much money to give to the Responder, and the Responder then chooses to accept or reject this offer.

If the **offer is accepted**, both players receive the money as proposed. If the **offer is rejected**, neither player receives any money for that round.

The **Banker's role** is to oversee the transactions, ensuring that all offers and responses are recorded accurately, and that the distribution of money adheres to the decisions made.

The Proposer and Responder may ask the Banker at any time what the 'winning's tally is.

YOUR TASK AS REPONDER: You must decide whether to **accept or reject** each offer based on your **judgement of its fairness** and your desire to **maximise your gains**.

NO DISCUSSION: Throughout the game, **no discussion about the offers or your choice to accept or reject is allowed** until the debrief session at the end.

NO EMOTIONAL RESPONSE: Keep your 'poker face' throughout the game. You can discuss how you felt and what you were thinking in the debrief after the game.

Specific Instructions

Remember Confidentiality: Keep your decision criteria and reactions private during the game.

1. Decision Making:

- Read the offer from the Proposer carefully.
- Decide whether to accept or reject the offer based on its fairness and your personal strategy.

2. Procedure:

- After making your decision, write 'Accept' or 'Reject' on the same piece of paper.
- Hand the folded paper with your decision to the Banker for record-keeping.

**NOTICE YOUR
THINKING AND
EMOTIONS (your social
brain responses) AS
YOU PLAY THE GAME SO
THAT YOU CAN DISCUSS
LATER IN THE DEBRIEF**

In this game there are three players: The Proposer, The Responder and the Banker.

The Proposer is given a set amount of money (\$10) each round and must decide how to split this amount with the **Responder**. The Proposer writes down an offer on how much money to give to the Responder, and the Responder then chooses to accept or reject this offer.

If the **offer is accepted**, both players receive the money as proposed. If the **offer is rejected**, neither player receives any money for that round.

The **Banker's role** is to oversee the transactions, ensuring that all offers and responses are recorded accurately, and that the distribution of money adheres to the decisions made.

The Proposer and Responder may ask the Banker at any time what the 'winning's tally is.

YOUR TASK AS BANKER: As the Banker, your role is to oversee the proper distribution of funds based on the outcomes of each round and maintain an accurate record of all transactions.

NO DISCUSSION: Throughout the game, **no discussion about the offers or your choice to accept or reject is allowed** until the debrief session at the end.

NO EMOTIONAL RESPONSE: Keep your 'poker face' throughout the game. You can discuss how you felt and what you were thinking in the debrief after the game.

Specific Instructions

Remember Confidentiality: Keep your observations to yourself until the debrief at the end.

1. Record Keeping:

- Receive the folded paper with the Responder's decision from each round.
- Record the outcome in the tally sheet.
- If accepted, note down the split as decided.
- If rejected, record zero for both parties.

2. Procedure:

- At the end of each round, ensure all financial transactions are accurately logged.
- Keep a running total of the amounts gained by each player.

**NOTICE YOUR
THINKING AND
EMOTIONS (your social
brain responses) AS
YOU PLAY THE GAME SO
THAT YOU CAN DISCUSS
LATER IN THE DEBRIEF**


Module structure



Experiment

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



Focus and questions	Teacher Tips
<p>EXPERIMENT:</p> <p> Students to experiment with 'pressing pause' in moments when they feel their social brain is influencing their choices and decisions and behaviour.</p> <p>EXPERIMENT: MY CHOICE</p> <p>(Encourage students to set up their own experiments as well.</p> <p>Student workbooks have a small area for reflective questions in preparation.)</p>	<p>Think of how you might remind students also i.e., in the daily notices.</p> <p>This is a good time to share with other teachers of the year level some of the language and memes being taught so they can be repeated or referred to in other classes.</p>

```

graph LR
    1[1 Sizzling Start] --> 2[2 Set the Scene]
    2 --> 3[3 Content]
    3 --> 4[4 Explore]
    4 --> 5[5 Experiment]
  
```

- 1 Sizzling Start**
Grab attention
Brain Game, Riddle, Trick
- 2 Set the Scene**
Pose questions, find the interest points
Learning Goals
- 3 Content**
Delivered by video Teacher, extension resources
- 4 Explore**
Quizzes, Discussion, Research, Activities, AARMA
- 5 Experiment**
Human Hacks
Community experiments 'What if we?'

Reflect Connect Expect



Teacher Tips

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

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

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

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





SAMPLE

SAMPLE

THE **BetterMe**
PROJECT

SAMPLE

