



What is the Resiliency Toolkit?

The Resiliency Toolkit responds to current 'youth wellbeing' development research and theory which puts the young person at the centre of any programme or service. The Toolkit supports young people to gain the insights and skills they need to navigate life transitions, move towards independence and be strongly connected to their community. Each of the four stages – or combinations of them – offer engaging, age and developmentally-appropriate learning opportunities which introduce and support core themes including values clarification, relationships, influences, communication, expressing emotions, assertiveness, goal setting and decision-making. The Resiliency Toolkit facilitators work with schools to identify where the 4 – 8 hour programmes best fit across the Year Levels and Curriculum Areas (Health and Physical education, Social Sciences or other timetable areas).

STEPPING INTO INDEPENDENCE

YEARS 9 AND 10

Students are encouraged to question, explore and assess their attitudes beliefs and responsibilities. They will develop a sense of competence through activities which encourage self-definition, positive social interaction with peers and adults, the chance to develop the foundation skills of communication and awareness of their interpersonal interactions.

MY LIFE IN MY HANDS

YEAR 11

Students focus more fully on self-awareness and dealing with emotions, accepting responsibility and healthy decision making. Students will learn ways to stay well and identify triggers and what things might impact on their wellbeing.

STEPPING UP

YEAR 12

Through increased problem solving and role play activities, students are encouraged to become more self-expressed and confident through understanding assertive communication, ethical bystanding, stepping up and speaking out when things aren't right. Students will feel more able to express who they are and what they stand for.

THE LIFE I WILL LEAD

YEAR 13

This stage of the programme offers students the chance to give back to their community and put what they have learned into practice by looking outwards to develop a social project, explore what supports are available in the community and to learn more about their rights and responsibilities.