



# **RESILIENT WOMEN PROJECT**

Teaching students the power of self-awareness, determination and resilience.



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# Introduction

**Over four modules, students are introduced to three resilient women and their stories of struggle and triumph. With each collection of short videos, students are encouraged to reflect on their own experiences and complete the prescribed personal development activities. Upon program completion, students will have a deeper understanding and appreciation towards their individual strengths, as well as their attitude towards taking risks and overcoming challenges.**

The program should be delivered over four consecutive weeks (one module per week). Students have the option to engage with up to three tasks per module; each task will take approximately one hour to complete. Whilst all of the videos can be viewed independently on the Virtual Y, several of the corresponding tasks require face-to-face group work.

A number of the tasks were adapted from the YMCA Evolve program for Year 5/6 students. [Click here](#) to find out more information about YMCA Evolve and the benefits of experiential learning.



13 VIDEOS



8 TASKS



80+ HOURS  
OF LEARNING



[CLICK HERE TO PLAY  
INTRO VIDEO](#)

# Module Overview

## Module 1 Who I Am



Students reflect on how they view themselves compared to the opinions of those they care about to determine self-limiting beliefs and attitudes.

## Module 2 My Skills and Strengths



Students learn to identify their skills and strengths and how their understanding of self can help them practise resilience.

## Module 3 Testing My Limits



Students coordinate and compete in a series of physical and mental strength challenges to test their skills and resilience.

## Module 4 Onward and Upward



Students learn and apply a strategy to help them overcome a challenge through targeted practise.

## Why teach this program?

The Department of Education states that teaching Social and Emotional Intelligence in the classroom can help students learn the competencies and skills they need to build resilience and effectively manage their emotions, behaviour and relationships with others. Explicitly teaching strategies to build resilience and self-awareness can ignite students' love of learning and positively impact their home life and general wellbeing.

# Getting Started

## Delivering the program



**Step 1:** Refer to the “delivery notes” to identify which tasks require group work or paper-based resources. Most worksheets can be supplied to students digitally, however a number of the tasks require them to be in the same physical space.



**Step 2:** Introduce the program to the students using the introduction video. Explain the purpose of the program, its duration and expected outcomes.



**Step 3:** Start each module by sharing the learning objective and video links. Explain that students must watch the videos (three per module) before commencing the associated tasks. Each video serves as a prompt for students to reflect on their own experiences and opinions.



**Step 4:** Once they’ve watched the videos, provide them with any materials or worksheets needed to complete the task.



**Step 5:** Provide regular opportunities for students to share their learnings and discuss the learning materials.

# Getting Started

## Creating a Participant Agreement

A Participant Agreement helps create and foster a safe environment for students to comfortably share and feel respected by their peers.

Participant Agreement Instructions:

1. Create an anchor chart with the heading in the centre.
2. Explain the program involves lots of self reflection and exploration, therefore requiring students to demonstrate respect for one another.
3. Create a list of agreements or rules to abide by. Help students frame their ideas positively. E.g. Instead of “Don’t talk over each other”, suggest “One person speaking at a time”.

## Program Support

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# Module 1: Who I Am

## Overview

In this module students reflect on how they view themselves compared to the opinions of those they care about to determine self-limiting beliefs and attitudes.

# Module 1: Who I Am



*Casey's*  
Story



*Skye's*  
Story



*Gabby's*  
Story

Click here to view videos



## Delivery Notes

There is only one task for this module. It can be completed independently using digital or hard-copy worksheets.



# Who I Am: Task 1

Having a solid understanding of who you are and what you stand for can help you practise resilience. There'll be times in life when other people's words and actions will make you question yourself and your ability, which is why it's important to listen to the opinions of those who matter.

## Objective:

Reflect on who you are and how important people in your life view you to identify self-limiting beliefs.

## Task 1 - Who I Am

- 1 Print or digitally edit the **Self-Reflection worksheet** and answer the questions
- 2 Identify five very important people (VIP) in your life. Save or print a copy of the **VIP Reflection worksheet** and forward it to each VIP. Their instructions will be included in the document.
- 3 Collect the VIP responses and compare their answers to your own. Use the below question prompts to reflect on why their answers may be different to your own.
  - Which VIP answer surprised you the most? Why?
  - Which VIP answer made you feel good about yourself? Why?
  - Which is more important to you: the opinions of your VIP, or the opinions of people you don't consider to be friends? Why?
  - Do you judge yourself harshly? Why do you think you do this?
  - What have you learned from completing this task?

## Extension Activity

Re-watch the stories of each of the Resilient Women and answer the below set of questions.

- What are some of the self-limiting beliefs each of the girls faced growing up?
- Why do you think their VIP viewed them differently to how they viewed themselves?
- How could the women have benefited from hearing the views of their VIP when they were faced with challenges?

# Module 1 - Worksheet: Skill Reflection

## Instructions:

Answer the self-reflection questions using as much detail as possible. You will not be required to share your answers with anyone, so don't be afraid to answer honestly. Make sure you save your answers so you can compare them with your VIP.

## Questions

1. Do you enjoy school? Why/Why not?
2. What are some things you are good at?
3. What are some things you find difficult?
4. Use three words to describe your personality.
5. Do you have any negative opinions about yourself? What are they?
6. Are you happy with your friendships (the number of friends you have as well as how they make you feel)? Why/Why not?
7. What is your attitude towards learning like?
8. Do you have a good relationship with your teachers? Why/Why not?
9. Do you enjoy playing sport? Why/Why not?
10. Are you competitive (in sport and school work)? Why/Why not?
11. What major life challenges have you faced?
12. How do you deal with life challenges?
13. Is there anything you secretly struggle with?
14. What's a motto or piece of advice you try to live by? E.g. Treat other the way you want to be treated.
15. What's your proudest achievement, favourite memory or best personal quality?

# Module 1 - Worksheet: VIP Reflection

## Instructions:

The person who has sent you this document identifies you as a very important person in their life. This means they look to you for encouragement, advice and honest feedback. This questionnaire provides you with an opportunity to reflect on how well you know this person and the things you admire most about them.

You can write or film your responses to each question. Please answer with honesty and kindness, then email the document or recording back to the person. By completing this task, you are helping them develop self-awareness and resilience.

## Questions

1. Does this person enjoy school? Why/Why not?
2. What are some things this person is good at?
3. What are some things this person finds difficult?
4. Use three words to describe this person's personality.
5. Do you think this person has any negative opinions about themselves? What are they and do you think they are true?
6. What is this person's social life like?
7. What is this person's attitude towards learning like?
8. Do you think this person has a good relationship with their teachers? Why/Why not?
9. Does this person enjoy playing sport? Why/Why not?
10. Is this person competitive (in sport and school work)? Why/Why not?
11. What major life challenges has this person faced?
12. How do you think they have dealt with life challenges?
13. Do you think there's anything this person secretly struggles with?
14. Sum up this person's attitude to life in one sentence.
15. What's this person's best personal quality or biggest achievement?





# **Module 2:** **My Skills and Strengths**

## **Overview**

In this module students learn to identify their skills and strengths and how their understanding of self can help them practise resilience.

# Module 2: My Skills and Strengths



*Casey's*  
Skills & Strengths

Click here to view videos



*Skye's*  
Skills & Strengths



*Gabby's*  
Skills & Strengths



## Delivery Notes

All three tasks require face-to-face group work and printed worksheets. If unable to complete all three, students must collectively decide on which task they want to complete as a group.

# My Skills and Strengths: Task 1

Knowing what you're good at is important for developing self-worth and confidence. When times are tough, focusing on things you know and enjoy may help you find a solution or see things from a different perspective. Find out what strategies helped the Resilient Women identify their skills and strengths and how they rate their ability to perform in a series of competitive challenges.

## Objective

Determine some of your skills and strengths by completing one or more of the tasks below.

### Task 1 - Skill Drill

- 1 Create a group of 4 and decide on a team name.
- 2 Print a copy of the **Skill Drill worksheet**, read through the instructions and complete the group activity.
- 3 Take turns answering the below set of questions with your group or in pairs to reflect on the decisions you made.
  - Which task/s were you most willing to do? Why?
  - Which task did you try and avoid? Why?
  - Why do people usually choose tasks they are already good at?
  - How can you use your skills and strengths to work on your weaknesses?
  - Do you think school helps you develop a broad range of skills? Why/why not?



# My Skills and Strengths: Task 2

## Task 2 - Skill Reflection

- 1 Print a copy of the **Skills and Strengths worksheet** (one per person).
- 2 Read through **Task 2 worksheet** instructions and complete the activity.
- 3 Independently answer the below reflection questions in a note book and consider sharing some of your answers with the class.
  - The skills/strengths my peers think I have
  - The skills/strengths I think I have, and how they differ from my peers' opinions
  - List reasons why my peers might have a different opinion to me



# My Skills and Strengths: Task 3

## Task 3 - Character vs Talent-based Strengths

- 1 Print a copy of the **Skills and Strengths worksheet** (one per person).
- 2 Read through **Task 3 worksheet** instructions and complete the activity.
- 3 Consider filming the debate to show at a school assembly or to your Student Representative Council (SRC) to determine ways your school can celebrate character and talent-based strengths equally.

## Extension Activity

Re-watch the stories of each of the Resilient Women and determine which task relates to how they discovered their skills and strengths. E.g. who sought guidance from others and who started paying attention to their character strengths?

# Module 2 - Worksheet: Skill Drill

## Instructions:

- Form teams of 4 and read through the Skill Drill tasks in the table. Each team will have eight minutes to complete as many tasks as possible.
- Each task requires a different skill. Before starting, read through the list and determine what skill/s are needed to complete each task. Assign team members to each task and write their name in the next column.
- Each member should have an equal amount of tasks assigned to them and every person must have a turn before anyone can have a second turn.
- Evidence of completed tasks should be shown to the teacher in order to be signed off as complete.
- Each completed task is worth one point. Teams should aim to get as many points as possible during the allocated time.

Task	Who?	Done
Silently act like an animal and have your teacher correctly guess what you are		<input type="checkbox"/>
Draw a portrait of a team member		<input type="checkbox"/>
Make a paper crown for a team member		<input type="checkbox"/>
Write a recipe for your favourite meal		<input type="checkbox"/>
Make someone from another team laugh		<input type="checkbox"/>
Create a chant for your team to perform		<input type="checkbox"/>
Balance on one leg for 40 seconds		<input type="checkbox"/>
Say a set of timetables in under 90 seconds (select from 2-12 timetables)		<input type="checkbox"/>
Teach everyone in the team how to say something in a different language		<input type="checkbox"/>
Help a different team complete one of their tasks		<input type="checkbox"/>
Sing your favourite song to your group while they clap along		<input type="checkbox"/>
Do 10 push-ups and 10 star jumps		<input type="checkbox"/>
Collect every team member's signature on a piece of paper		<input type="checkbox"/>
Calculate the total number of pets the group has and remember all of the names		<input type="checkbox"/>
Name a female scientist or inventor		<input type="checkbox"/>
Tell your team about a significant moment in history, including the date it happened		<input type="checkbox"/>
Tell three people (from other teams) something you think they are good at		<input type="checkbox"/>
Touch your toes with straight legs		<input type="checkbox"/>
Write a rhyming poem		<input type="checkbox"/>
Identify who is the oldest and youngest person in your team		<input type="checkbox"/>



# Module 2 - Worksheet: Skills and Strengths

Name: \_\_\_\_\_

Sketching	Swimming	Helpful/Considerate
Drawing/ Painting	Cooking	Team Player
Leader	Debating	Story Telling
Funny	Singing	Problem Solving
Writing	Acting	Organised
Reading	Dancing	Responsible/Reliable
Explaining/teaching	Being Creative	Communicating
Public Speaking	Kind/Caring	Calculating Numbers
Researching/finding evidence	Ball Kicking/Scoring	Inquisitive/Curious
Computer typing	Fair/Honest	Environmentally Conscious
Constructing/making	Ball Throwing/Shooting	Using Technology
Running	Persistent	Risk Taking
	Brave	

# Module 2 - Worksheet: Task 2

## Skill Reflection - instructions:

- The class should sit in a circle leaving plenty of space in the centre.
- Read through the skills and strengths listed on the worksheet and clarify the meaning of any that are unfamiliar.
- Each person must write their name on the worksheet before loosely scrunching it into a ball and throwing it into the centre of the circle.
- Once everyone has thrown their ball, they must collect someone else's from the centre, unscrunch it and read the name to themselves. They should think carefully about the person whose paper they have, then circle one skill or strength they think that person possesses. Once they are done, they must scrunch the ball once more and throw it back into the centre. This step should be repeated 3-5 times so that each person's paper has a number of skills and strengths circled.
- After the final round, make sure each paper is returned to its owner. Allow some time to look at the skills/strengths peers circled before discussing any surprising results.

# Module 2 - Worksheet: Task 3

## Character vs Talent-based Strengths - instructions:

- Circle the skills and strengths that are often rewarded at school or within the community. E.g. you can win a medal or award for being good at it. Do this before reading the next instruction.
- Many of the skills that would've been circled are known as talent-based strengths. They are easily measurable and often involve some sort of competition. Most of the skills and strengths that would not have been circled are known as character strengths. They are harder to measure and are less likely to be publicly rewarded.
- Consider whether talent-based strengths or character strengths are more important. Form debating teams based on differing opinions (try and divide the class into four equal groups).
- Host a debate by inviting one “for” and “against” team up at a time. The second group (who will be in the audience for the first round) can use this time to consider any rebuttals to the first group's argument. Alternatively, the groups could be sent to other classes within the school to debate in front of a younger audience and gain their feedback.
- Teams should have 10-15 minutes to form their argument. Each person should focus on a different point and use the time to flesh out their idea and prepare a short speech.



A photograph of three young women in red shirts, laughing and huddled together outdoors. The image is overlaid with a semi-transparent red geometric shape on the left side, which contains the text for the module.

# Module 3: Testing My Limits

## Overview

In this session students coordinate and compete in a series of physical and mental strength challenges to test their skills and resilience.

# Module 3: Testing My Limits



## Delivery Notes

There is only one task for this module, however there are three challenge options for the students to choose from. All challenges require students to gather materials and be in the same physical space.

# Testing My Limits: Task 1

Practising resilience requires you to face challenges you'd probably rather avoid. However, without being put to the test, it's difficult to know what you're capable of achieving or withstanding. Whilst resilience is often associated with uninvited challenges, the Resilient Women welcomed the opportunity to participate in some gruelling challenges to test their physical strength, mental determination and endurance.

## Objective

Test your body's physical and mental limits by participating in series of competitive challenges.

## Task 1

- 1 Read the **Challenges worksheet** and decide on which challenge you'd like replicate in your school environment.
- 2 Gather the resources required, form a challenge making team and recruit some competitors.
- 3 Use the material list and instructions to replicate one or more of the challenges featured in the video series.
- 4 Complete the challenge and reflect on your performance and mindset using the below set of questions.
  - Did you enjoy competing against your peers? Why/why not?
  - Are you happy with the way you performed in the challenge/s? Why/why not?
  - Why is resilience important when competing in any form of competition?



# Module 3 - Worksheet: Challenges

## Mental Determination Challenge

### Materials (per person)

- Rope (approx. 5km)
- Cardboard or plastic tubing with painted letters (one piece for each letter)
- Picket to secure rope and act as a platform for stacking tubes
- Blindfold
- Starting line or mat

### Steps

- Select a word to be unscrambled and write each letter on the tubing (the longer the word, the harder it will be).
- Secure the tubing to the rope by tying 1020 equally spaced knots along the rope.
- Fix the rope to the ground using a picket. Make sure the pickets are roughly one metre apart.
- Ask the contestants to wear the blindfolds, then hand them their rope.
- Each time they free a tube/letter, they must place it onto the picket.
- Once all letters have been collected, the contestant can take off their blindfold and start to unscramble the letters to spell the word.
- The first person to stack the letters on the pole in the correct order wins.





# Module 3 - Worksheet: Challenges

## Physical Strength Challenge

### Materials (per person)

- 2 x reusable shopping bags
- Various grocery items weighing between 100 grams and 2 kilograms

### Steps

- Place two shopping bags to the sides of each contestant.
- They must hold two shopping bags to their side or out front without letting them drop below waist height.
- Every 12 minutes, grocery items of varying weights should be added to the shopping bags.
- The contestant who can hold the bags up for the longest time wins.





# Module 3 - Worksheet: Challenges

## Endurance Challenge

### Materials (per person)

- Plastic tub (approx. 70L capacity)
- 2 x carry buckets (with holes drilled in the bottom for added difficulty)
- Food dye (optional- for colouring each contestant's tub water)

### Materials (per group of competitors)

- Large trough and hose for refilling (minimum 150L capacity)
- Mats to measure out area for each contestant's tub (at least 10 metres apart)

### Steps

- Place the large trough in the centre of the field and fill it with water.
- Set up stations for each contestant so they are the same distance from the trough and at least 10 metres from each other. Each station must have two carry buckets and an empty plastic tub.
- Each contestant must try and fill their plastic tub to the brim using the two carry buckets.
- The buckets they use to carry the water could have holes in the bottom for added difficulty.
- They must collect the water from a large trough or steal water from each other's tubs to try and prevent them from winning.
- The first person to fill their tub wins.





# **Module 4:** **Moving Onward and Upward**

## **Overview**

In this session students learn and apply a strategy to help them overcome a challenge through targeted practise.



# Module 4: Moving Onward and Upward



*Casey's* Strategy:  
Strength-based Approach

Click here to view videos



*Skye's* Strategy:  
Growth Mindset



*Gabby's* Strategy:  
SPA Goal Setting



## Delivery Notes

Task 1 and 3 can be completed independently using paper-based or digital worksheets.  
Task 2 requires group work, printed worksheets and materials.



# Moving Onward and Upward: Task 1 & 2

Once you're aware of your limits, it's important to set some future goals and not dwell on your weaknesses. The Resilient Women share some strategies for planning and working towards big and small goals and discuss whether it's important to achieve the things you initially set out to complete.

## Objective

Plan and monitor a personal goal using one or more of the goal setting tasks.

### Task 1 - SPA Goal Setting

- 1 Print or make a digital copy of the Skill Builder worksheet and follow the instructions to complete.
- 2 Schedule some time to work towards your goal each week and remember to monitor and record your progress over five weeks.
- 3 If you haven't reached your goal within the set time-frame, use the below questions to reflect on the factors that might be holding you back.
  - How often did you practise your chosen skill? How might this have impacted the result?
  - Upon reflection, was your goal realistic? Why/why not?
  - What mini goal could you set yourself that might help you achieve your original goal?

### Task 2 - Adopting a Growth Mindset

- 1 Print the Slugs and Branches template on A3 paper and follow the instructions to complete the task.
- 2 Copy the growth mindset statements onto sticky notes to practise positive self-talk when feeling challenged.

# Moving Onward and Upward: Task 3

## Task 3 - Strength-based Approach

- 1 Print or make a digital copy of the Strength Smart worksheet and follow the instructions to complete the task.
- 2 Share your top three ideas with a teacher or friend. Ask them to help you implement one of the ideas and keep you accountable by checking it to ensure you've completed it.



# Module 4 - Worksheet: Skill Builder

## Instructions:

- Select an activity you enjoy or want to get better at. E.g. Group work, working independently, online research.
- Identify five skills that would be necessary or useful when doing this activity. Write them down and rate your ability for each using the stars.
- Use the ratings you gave yourself to determine which skill you'd like to develop. Fill in the SPA table to record how you will practise and assess your chosen skill.
- Work towards achieving your goal by completing the weekly reflection.

## Rate Your Skills

Skills	Rating
	☆ ☆ ☆ ☆ ☆
	☆ ☆ ☆ ☆ ☆
	☆ ☆ ☆ ☆ ☆
	☆ ☆ ☆ ☆ ☆
	☆ ☆ ☆ ☆ ☆

## SPA – Skills, Practice, Assess

**SKILLS:** What would you like to develop?

**PRACTICE:** How are you going to practice it?

**ASSESS:** How will you know you've improved?  
What will you be able to do?

## Weekly Reflection

Week	Practice Time	Rating	My Observations How I know I have improved or stayed the same
		☆ ☆ ☆ ☆ ☆	
		☆ ☆ ☆ ☆ ☆	
		☆ ☆ ☆ ☆ ☆	
		☆ ☆ ☆ ☆ ☆	
		☆ ☆ ☆ ☆ ☆	

# Module 4 - Worksheet: Slugs and Branches

## What is “growth mindset”?

Students with a growth mindset believe their ability can change as a result of effort, perseverance, and practice. You might hear them say, “Math is hard, but if I keep trying, I can get better at it.” The opposite of this is a fixed mindset; when a person believes skills are innate and their ability cannot be changed.

## Instructions:

The board game Slugs and Branches demonstrates how mindset can impact on how quickly someone overcomes a challenge. Having a fixed mindset (the slug) can hold you back from achieving or developing a goal, whereas a growth mindset (the branch) can help you get there quicker.

## How to play:

For this game you’ll need at least two players, a dice and a small object to represent each player.

## Rules:

- Each player starts at the bottom of the game board. The aim is to be the first one to reach the final square.
- Players take turns to roll the dice and move their object along the game board.
- If they land on the top of a slug, they slide down to the square that the slug’s tail is on. This represents a fixed mindset.
- If they land on the bottom of the tree branch, they can climb up the branch to a higher position, representing a growth mindset.
- Each time a player lands on a slug or branch, they should read the statement aloud as a reminder of why they are moving up or down the board.



# Module 4 - Worksheet: Slugs and Branches

## How to set up the board:

Consider the last time you felt challenged and resorted to a fixed mindset.

*E.g. blamed yourself and had strong negative thoughts about your ability.*

Regardless of whether the challenge relates to school or learning, write it down in the box at the top of the page.

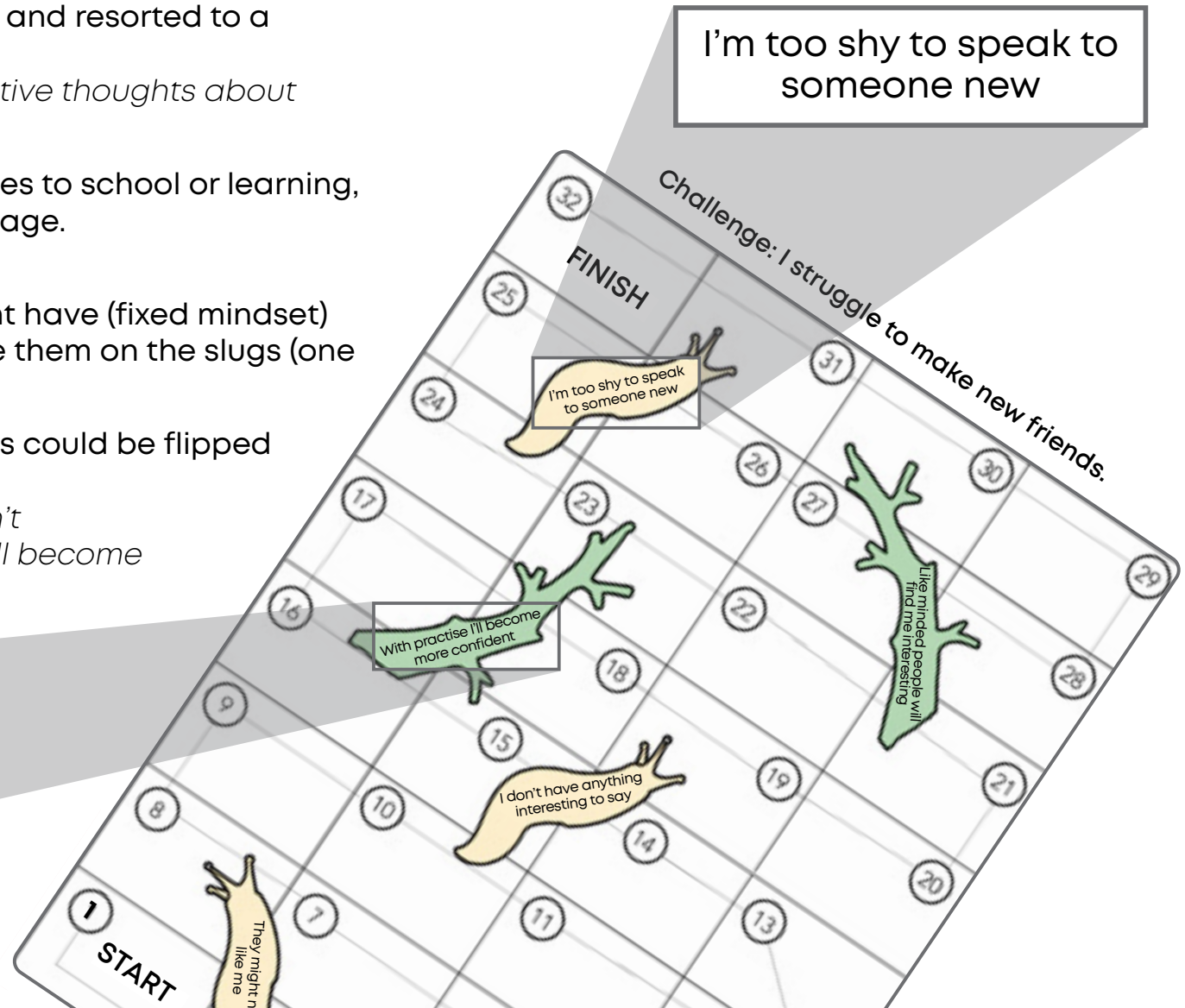
*E.g. I struggle to make new friends.*

Think of three negative thoughts you might have (fixed mindset) when faced with this challenge, then write them on the slugs (one thought per slug).

Now think about how those same thoughts could be flipped to a positive thought (growth mindset).

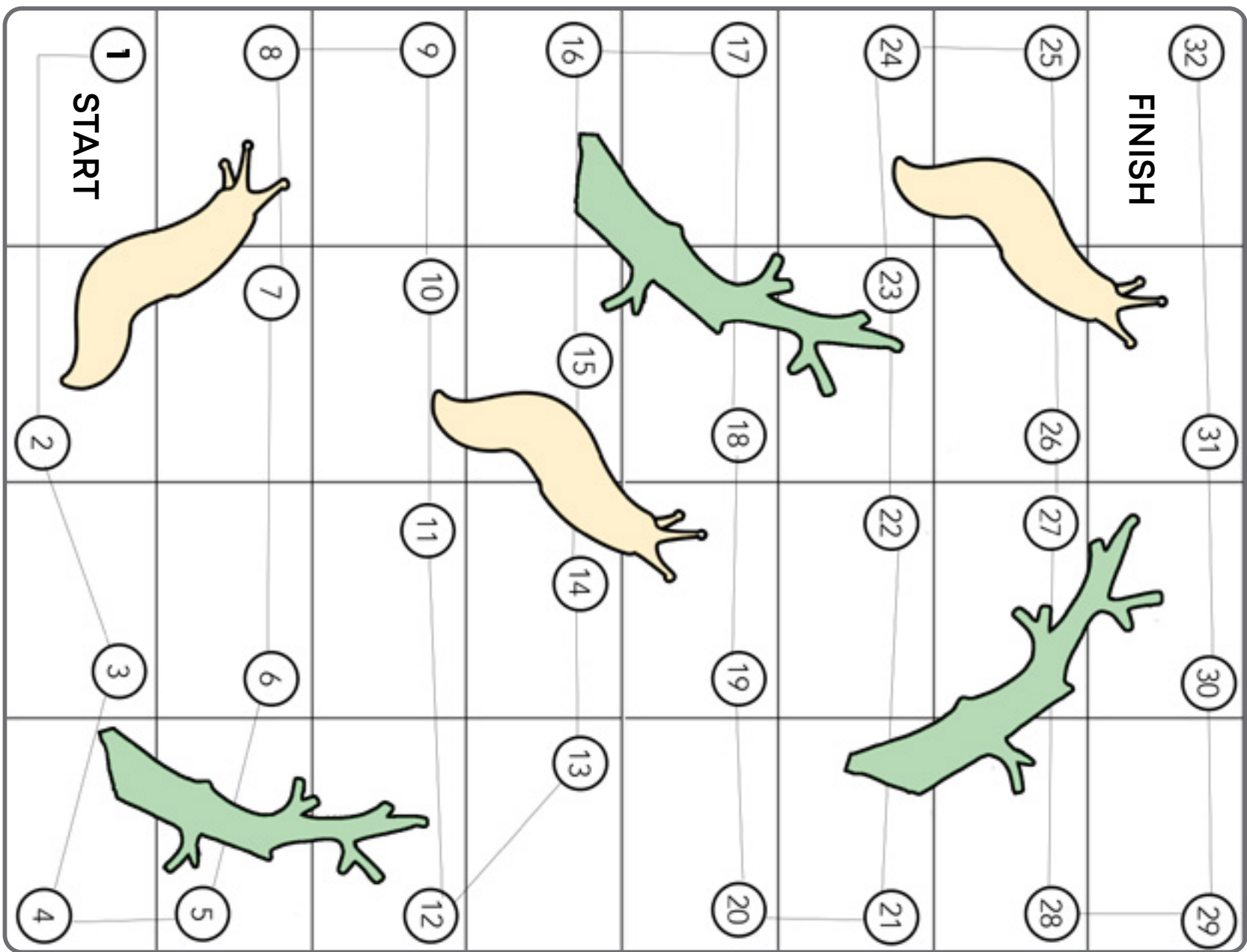
*E.g. "I'm too shy to speak to someone I don't know" could be flipped to "With practise I'll become more confident".*

With practise I'll become more confident



# Module 4 - Worksheet: Slugs and Branches

Challenge: \_\_\_\_\_



# Module 4 - Worksheet: Strength Smart

## Instructions

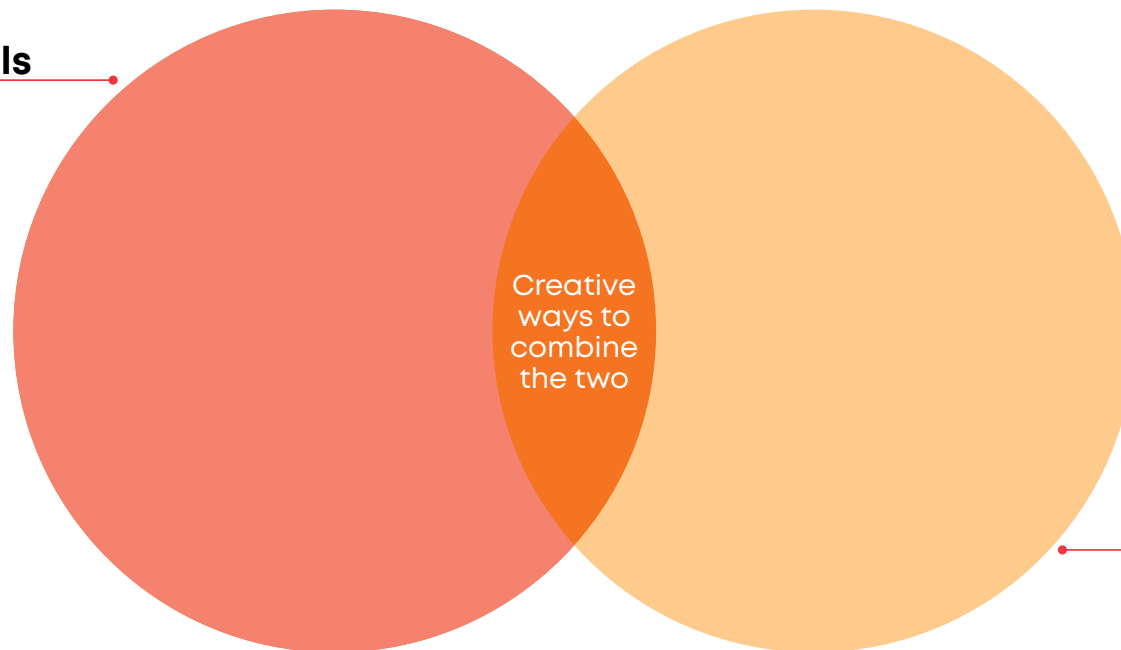
- Use a process called **RAPID IDEATION** to creatively apply your skills and interests to work on goals or weaknesses. E.g. An interest in cooking could be used to practise maths (by measuring out ingredients).

## What is Rapid Ideation?

Rapid Ideation is a process that encourages quick development of ideas without fear or judgement. Whatever pops into your head should be written down.

- Use the Venn diagram to list your interests and skills, then your goals and weaknesses.
- Using sticky notes or the outside area of the page, write down as many ideas as possible in under two minutes.
- Try to include bold ideas that may not be possible, as they can spark more realistic ideas or be worked on to suit your situation.
- Focus on addressing one weakness or goal and aim for 10+ ideas.

Interests & Skills



Goals & Weaknesses

A photograph of a student's hands writing in a notebook with a pencil. The student is wearing a striped shirt and a dark wristband. The background is blurred, showing a desk and some books. A large, semi-transparent red geometric shape, composed of several overlapping triangles, is positioned on the left side of the image. The text "Curriculum Map" is written in white, bold, sans-serif font across the middle of the red shape.

# Curriculum Map



# Curriculum Map

Each module aligns with the Victorian Curriculum's Personal and Social Capabilities for Levels 7-10.

## Levels 7 and 8

Achievement Standard	Module
Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement	Module 1 & 2
Discuss the range of strategies that could be used to cope with difficult tasks or changing situations	All modules
Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals	Module 4
Describe how and why emotional responses may change in different contexts	All modules

## Levels 9 and 10

Achievement Standard	Module
Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge	Module 1, 2 & 4
Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection	All modules
Evaluate emotional responses and the management of emotions in a range of contexts	All modules
Analyse the significance of independence and individual responsibility in completion of a challenging task	Modules 1, 3 & 4