

# Always Learning

AUSTRALIAN SCHOOLS EDUCATION MAGAZINE

Issue **2**

SECONDARY  
**Science**

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## **Nutrition and learning**

Food for active minds and bodies

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Guest authors Hazel Key, David Gillespie, Kaz Cooke,  
Toni Noble and Helen McGrath

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# IN THIS ISSUE

Welcome to Issue 2 of Always Learning magazine for Term 2, 2013. As promised, we're delivering relevant education news, resources and lifestyle content as and when you need it, once per term in a magazine designed to replace our once per year catalogue.

This issue covers a cross-curricula topic relevant inside and outside of schools, for teachers and students alike – food and nutrition. We've packed some great authors into this issue too.

Hazel Key, author of **The Clever Packed Lunch**, explores how diet can boost cognitive function in our feature article and provides some simple tips for enhancing student learning. Hazel's also included a simple Sushi Rice Slice recipe that is easy to make and healthy for students and adults.

We've also got David Gillespie, popular author of many titles including **Sweet Poison**, giving his perspective on the impacts of sugar on kids.

We also have an excerpt from the latest edition of **Girl Stuff**, Kaz Cooke's essential guide to the teen years. Kaz's advice is both sensible and funny, and her thoughts on food are useful no matter what your age.

We hope by now you've had the opportunity to explore the world of Always Learning:

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Please enjoy this issue and as usual, any feedback, stories or ideas for inclusion can be emailed directly to me at [alwayslearning@pearson.com.au](mailto:alwayslearning@pearson.com.au)

Malcolm Parsons, Head of F-12 Publishing

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## WHAT'S NEW?



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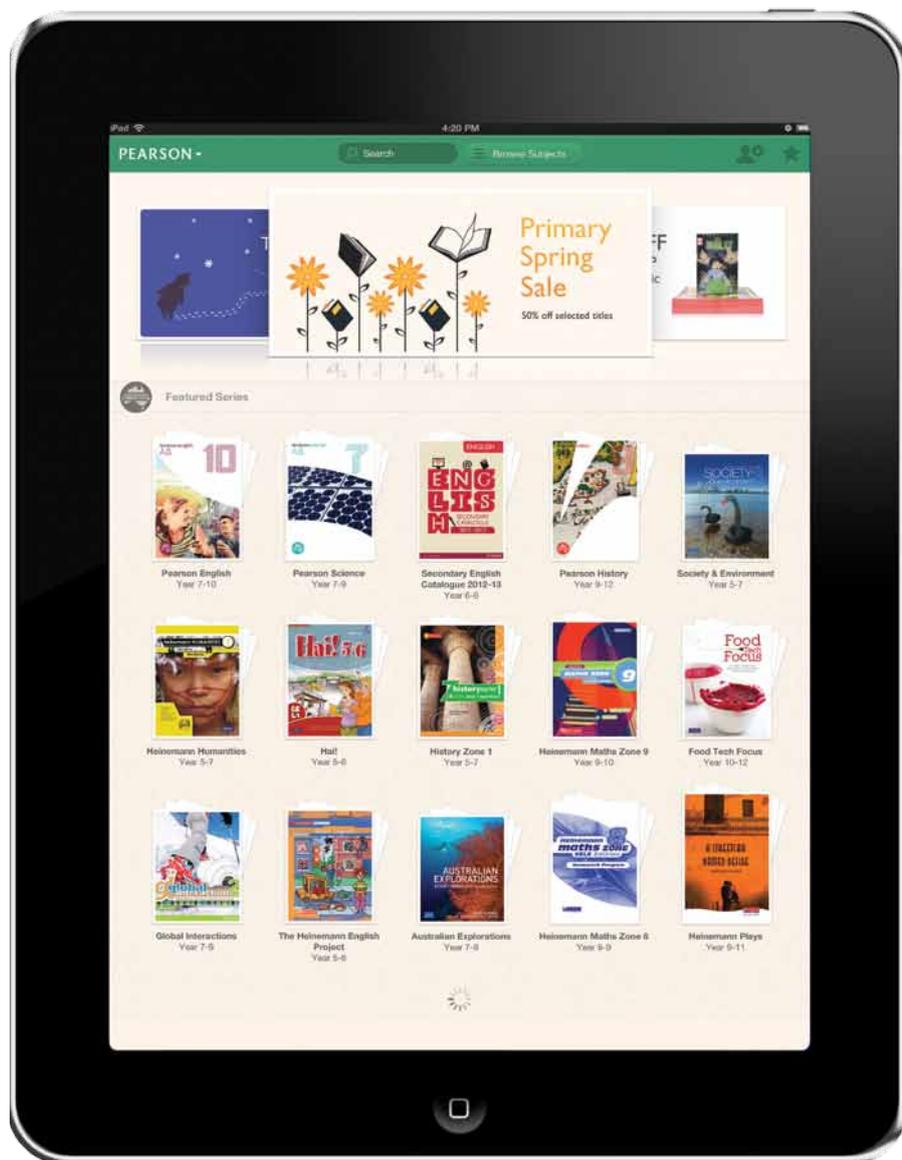
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# SERVING UP ACADEMIC EXCELLENCE

Can diet be modified to boost cognitive function? Absolutely. And the benefits of 'brain food' are not just significant, they're mouth-watering.



WILLIAM SHAW © DORLING KINDERSLEY

We've an exciting prospect before us. If the numerous refined and processed foods found in the diets of students were replaced with healthier alternatives that support cognitive function, the benefits could be truly remarkable.

It's long been claimed that eating fish is good for the brain. However, science has now proven that without omega-3, a fatty acid, brains simply cannot function healthily. There's strong evidence to suggest it was the omega-3 in fish that triggered the massive growth of the human brain thousands of years ago.

There are a number of other 'brain foods' that can boost cognitive function. Choline, a fatty acid found in eggs and breastmilk, improves memory and learning. Whole grains provide copious amounts of the steady source of glucose needed by the immature brain. Blueberry fruits are rich in antioxidants, which protect brain cells from damage caused by free radicals and support developing brains by allowing them to 'breathe'. These same antioxidants can also slow cognitive decline as people reach old age. The minerals fundamental to making it all possible, such as magnesium, zinc and selenium, are found in rich supply in avocados, seeds and nuts.

## MAKING THE CHANGE

How can teachers and schools share nutritional information with parents and students for the benefit of all?

- Invite a local nutritionist to speak at student support events. This will help secondary school students make healthy food choices. Consolidate the healthy eating message by holding parent-education events on the topic.
- Implement a healthy eating program or consider including nutritional advice in school handbooks. Start with the Nutrition Australia website ([www.nutritionaustralia.org](http://www.nutritionaustralia.org)) and look for school-based programs or tips that you can incorporate into the handbook text.
- Publish an article about 'brain food' in your school newsletter or on your school's website. The article could include recipes and quick ideas for simple, healthy breakfasts and lunches. Healthy eating advice could even become a regular feature of the newsletter or website. Try our recipe on page 7 and share it via your school's website or newsletter.
- Consider ways of incorporating nutritional information into the curriculum through practical lessons and projects. Graphically illustrate the benefits of healthy eating practices by using statistics and experiments so that students really understand the value of the message. Consider visiting local food stores to gather data on the foods available before setting a class project on the subject.
- Use school noticeboards to display posters and eye-catching photos of important foods plus some simple nutritional advice that can be quickly absorbed by students as they pass. Share the word with your tuckshop workers and consider posting food information in eating areas.
- Make use of children's awareness of adult behaviour. Model healthy eating to students and reap the benefits for yourself.



DREAMSTIME

### START THE DAY ON TRACK

Research has consistently shown that students who eat breakfast perform better at school. For parents and guardians, breakfast is an opportunity to introduce some really beneficial foods to children. Good 'brain-food' breakfasts include scrambled or fried eggs with wholemeal toast, or a bowl of porridge served with blueberries and sprinkled with cinnamon. If nuts are banned at school, they can be added to breakfast muesli instead. Just a handful of walnuts or brazil nuts will provide enough omega-3 for a whole day of optimal brain processing. And when there's simply no time for breakfast, a serving of nuts and a sliced orange make an ideal portable alternative.

### INCLUDE A MID-MORNING SNACK!

A mid-morning snack is an important element of the refuelling process and vital for the many students who do, unfortunately miss breakfast. This is a trend that is alarmingly common in teenagers. Mid-morning is the optimal time for parents or guardians to incorporate some fresh fruit and veggies into their child's diet. Snack suggestions include a combination of berry fruits stirred into plain yoghurt (frozen berries are an excellent choice) or some wholemeal crackers with mashed avocado (add lemon juice to the avocado mash to prevent browning).

[continued >](#)



### ABOUT THE AUTHOR

Hazel Key is the author of *The Clever Packed Lunch: Healthy Ideas to Save Your Sanity*, a book designed to help busy families implement healthy eating practices. Edited and nutritionist-approved, this book includes twenty-five recipes complete with colour photography and a complete two-week lunch menu.

*The Clever Packed Lunch* is available in print or as an interactive ebook. Both are available for purchase at: <http://lunchideasforschool.com>.

## EAT A HEALTHY LUNCH

Tins or sachets of salmon are ideal for the lunchbox. To maximise a child's 'brain food' intake, parents or guardians can add a steamed corn cob or some raw vegetables, such as carrot sticks, snow peas, capsicum and beetroot., including as many colours as possible will ensure a balance of nutrients.

If you want to add something sweet, look for foods that are also rich in eggs and whole grains, or choose snacks such as a cookie made with a serving of honey, dried fruit and mixed seeds (especially flaxseeds), or perhaps a few squares of dark chocolate (made with 70 per cent cocoa solids). Remember that home-made food is usually best; many so-called 'healthy' packaged foods, particularly muesli bars, include a long list of ingredients that are only there for the benefit of the manufacturer and have no nutritional value.

## DURING PERIODS OF STRESS

Depression and anxiety are serious issues for teenagers. For some people, omega-3 may help. Consider including a fish- or flaxseed-oil supplement in the child's diet when they are experiencing stress and difficulty, such as during exam periods.

By integrating plenty of 'brain foods' into a healthy, balanced diet and supplying useful information on nutrition, parents and teachers have the ability to actively support students in their efforts to focus, remember and learn. Mounting scientific evidence suggests that the results these strategies achieve in the classroom could make it well worth the effort.

## END NOTE

[1] Theodore, R. F., et al., 'Dietary patterns and intelligence in early and middle childhood', *Intelligence*, (2009):

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<http://www.fi.edu/learn/brain>

Science Daily website, 'This is your brain on sugar: study shows high-fructose diet sabotages learning, memory', 15 May 2012:

<http://www.sciencedaily.com/releases/2012/05/120515150938.htm>

Nutrition Australia website:

[www.nutritionaustralia.org](http://www.nutritionaustralia.org)



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Entries close 20 July 2013.

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# HAZEL'S GLUTEN-FREE SUSHI RICE SLICE

3 CUPS COOKED MEDIUM-GRAIN WHITE RICE\*

3 LIGHTLY BEATEN EGGS

200G FRESHLY FILLETED SALMON OR 1 X 200G CANNED SALMON (FINELY SLICED/ROUGHLY FLAKED)

3 TABLESPOONS SUSHI VINEGAR OR SUSHI SEASONING

2 TABLESPOONS CHIVES OR SPRING ONIONS, SNIPPED (USE SCISSORS)

2 SHEETS NORI SEAWEED, CUT INTO SHORT, THIN STRIPS (USE SCISSORS)

**SERVES 4-6**

Hazel's Gluten-Free Sushi Rice Slice is an example of an easy recipe that not only supports brain function but can be prepared in advance and frozen, unlike ordinary sushi. This recipe is ideal for busy families because it can be used when required and makes a perfect lunch-box addition.



- 1 Heat the oven to 200°C.
- 2 Line a 23-centimetre tin with non-stick baking paper so the mixture won't stick.
- 3 Put the cooled rice into a medium-sized bowl and use a fork to stir in the beaten egg. Be sure to break up the lumps as you go.
- 4 Add all other ingredients and stir just enough to combine.
- 5 Transfer to the tin and spread the mixture right to the edges.
- 6 Bake for approximately 25–30 minutes or until slightly brown on top.
- 7 Cool before freezing in a sealed container between layers of non-stick baking paper.

This slice will keep for two months in the freezer. Do not store it in the fridge for more than a day. To use, defrost the slice in the fridge overnight so that it is ready for use the next day. Serve with soy sauce. Makes twelve slices or six to twelve serves.

**\*Note on cooking the rice:**

One cup of uncooked rice equals approximately three cups of cooked rice. Brown rice can be used to boost nutritional value. Cooked rice should be cooled as quickly as possible and used or stored in the fridge or freezer within four hours of being cooked.

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# SUGAR AND KIDS

## BY DAVID GILLESPIE

The author of **Sweet Poison** explains that information has been proven to make a big difference when it comes to children and sugar.



SHUTTERSTOCK

Sugar makes kids (and the rest of us) overweight. It is converted directly to fat by their livers and it destroys appetite control so that they want to eat more of everything. The more sugar eaten, the higher chance of being overweight. But that will be the least of their worries if they eat sugar. Being fat won't kill them, but being fat is a symptom of diseases that can. High-quality studies are starting to confirm that high sugar consumption leads straight down a path to fatty liver disease then insulin resistance, PCOS, Type II Diabetes and on to depression, anxiety and ultimately Alzheimer's disease. Yes, sugar will make kids fatter today and give them rotten teeth but in 50 or 60 years' time it will create more complications. And just for fun it will make them extraordinarily disruptive in your classroom in the meantime.

Eating habits established in childhood can have a significant impact on a person's health throughout their life. To prevent health complications now and later in life, it is important that children develop good eating habits to prevent excess sugar consumption and weight gain.

### GETTING KIDS HOOKED

Manufacturers that produce food containing large amounts of added sugar know that time-poor parents want to feed their kids a nutritious meal or snack. They also know that children are more likely to eat sweet food. The result is foods with nutrition messages on the outside (packaging) and sugar on the inside. Kids should be eating the same things you do as part of a healthy diet. Educating your children about the evils of sugar will also help them to make better food choices in future; information has been proven to make a big difference when it comes to children and sugar.

### EDUCATION, PROHIBITION, OR BOTH?

A very interesting study<sup>1</sup> was conducted in the UK in 2001 to see what difference a little sugar knowledge made to children's health.

In the study, 644 schoolchildren from 32 schools were divided into two groups. One group (the intervention group) was told they would be healthier if they stopped drinking sugar (in the form of soft drinks). The control group (who were at different schools) were not told this information; they were simply given the normal 'don't eat fat, and exercise more' message. In the intervention group, the anti-sugar message was delivered on four occasions (one lesson per term). This occurred during one of the weekly health and physical education lessons, which was devoted to the 'drink less sugar' message. All other weekly health lessons ran as normal.

By the end of the school year, there were 7.5 per cent more overweight and obese kids in the control group than there were at the start. In the intervention group, the difference was a decrease of 0.2 per cent when compared to the start of the year. No one forced the children to stop drinking soft drinks. They didn't entirely stop, but they just slightly reduced the amount of soft drink they consumed on average. The study suggests that four hours of education on the health benefits of reducing soft drink consumption, conducted over the course of a year, had prevented a significant number of kids from being more overweight than they otherwise would have been. Armed guards and Rottweilers were not needed to defend the soft-drink vending machines! Instead, the kids were simply given information about the dangers of sugar.

Another study<sup>2</sup> out of Yale University tried a tactic most parents would be reluctant to attempt. Instead of educating children, they simply removed sugar-filled food as an option. The researchers looked at a group of 89 kids (aged 5–12) and what they ate when they were away at summer camp. Half the group were offered only low-sugar cereals (the American equivalent of Weet-Bix etc.) and the other half were offered only high-sugar cereals. Both groups had access to as much table sugar, strawberries, bananas and fruit juice as they wanted.

The Yale team wanted to know firstly whether the children offered low-sugar cereals would protest and refuse breakfast. Perhaps surprisingly, 100 per cent of the low-sugar group just ate what was on offer. (Of the high-sugar group, 1 per cent refused—obviously some aberrant child snuck in!) The interesting thing is that the low-sugar group ate a lot less than the high-sugar group – in fact, they ate half as much. On average, the low-sugar group ate the recommended serving of the cereal (one cup). But the high-sugar group ate on average two cups. The low-sugar group compensated for less cereal by adding table sugar to their cereal and drinking more juice, but even when that was included in the calculations, they still ate significantly less sugar than the kids munching on high-sugar cereal. The researchers didn't do it, but an interesting extension to this study would be to remove the table sugar and juice, making sure there was plenty of cold milk to drink. I rather suspect the result would be even more impressive. My guess would be that the kids would once again eat what was on offer, perhaps eating less cereal and drinking more milk, but their sugar consumption would be insignificant.

The researchers also asked the children to rate their breakfasts out of five (with one being the best). The high-sugar kids rated theirs 1.5, on average. You might have expected a less satisfied result from the low-sugar kids but their average was 1.6. The interesting thing about this study is that it did what many parents find very difficult: it simply removed the option. There was no attempt at moderation or education. The kids weren't unhappy. And they didn't starve. They just moved on with the new reality.

Both the Yale and UK studies offer significant findings regarding efforts to reduce weight gain in children, as they demonstrate that both prohibition and education can work. It seems logical to argue that if we combine prohibition with education, we might just have the recipe for healthy, sugar-free kids.

### Studies used in this article

<sup>1</sup> The UK schoolchildren study is available online via the *British Medical Journal* at [bmj.com/cgi/content/full/328/7450/1237](http://bmj.com/cgi/content/full/328/7450/1237).

<sup>2</sup> A summary of the Yale University study (on children and breakfast cereals) can be found at [cerealfacts.org/media/Sugar\\_Cereal\\_Study.pdf](http://cerealfacts.org/media/Sugar_Cereal_Study.pdf).



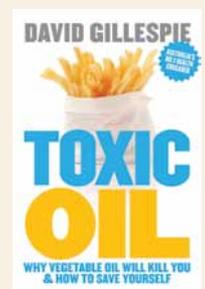
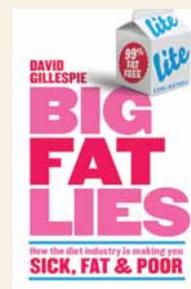
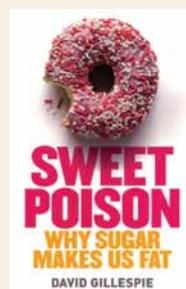
### ABOUT THE AUTHOR

David Gillespie is a recovering corporate lawyer, co-founder of a successful software company and consultant to the IT industry. He is also the father of six young children (including one set of

twins). With such a lot of extra time on his hands, and 40 extra kilos on his waistline, he set out to investigate why he, like so many in his generation, was fat. He deciphered the latest medical findings on diet and weight gain and what he found was chilling. Being fat was the least of his problems. He needed to stop poisoning himself.

His publications include *Sweet Poison*, *The Sweet Poison Quit Plan*, *Big Fat Lies*, *Toxic Oil* and the upcoming *The Sweet Poison Quit Plan Cookbook*.

Visit David at [www.sweetpoison.com.au](http://www.sweetpoison.com.au) or follow him on Twitter @gillespie



# GIRL STUFF: FOOD BY KAZ COOKE

Guest author Kaz Cooke shares her thoughts on food in this excerpt from the latest edition of ***Girl Stuff: Your Full-on Guide to the Teen Years*** by Kaz Cooke, published by Viking, RRP \$39.99



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**Girl Stuff** is a teenager's friend through every change and challenge. Though written with teen girls in mind, the insights Kaz Cooke provides are worth keeping in mind for people working with teenagers, and her advice can often be useful for boys too.

Being a teenager can be the most exciting time of your life, when you sometimes can't stop laughing, you make great friends, and you get to work out who you are and some of the things you want to do with your life. But it also has its challenges. **Girl Stuff** is about how to make the most of being a teenager and how to handle some of the problems that can make you want to scream into a pillow.

Part 1 of **Girl Stuff** is all about stuff that affects your body, and Chapter 5 is about sorting out feeling and food.

You gotta eat! Otherwise you might not grow to the height you should (your skeleton size doubles in the teen years). Or **fight off** germs. Or stay **brainy**. Instead you'll spend the rest of your days stunted, sniffly and staring at the wall **wondering** how the preferential voting system works, and what's the capital of Mongolia. (It's Wagga Wagga. Or Ulan Bator.)

## WHAT YOU NEED

You're going to need to work out what food is healthy and eat it. (Unless you're the heir to a string of luxury hotels or a Hollywood starlet who, in between being photographed and sliding off nightclub couches into a pile of their own underpants, exists mostly on room service, narcotics and red lolly snakes soaked in gin by a personal chef.)

So here's the lowdown on the food you need, when you need to eat it, and how to make sure you don't miss out on any of the good stuff.

## EATING PLANS

You don't need to keep a food diary for weeks or obsess about how many 'serves' of which kinds of foods you've eaten every day. Just read the guidelines in Chapter 5 of *Girl Stuff* and think about whether you need to make an effort to, say, eat more fresh fruit and vegies (yeah, probably).

Trying to follow strict rules or diet lists or planning on Thursday exactly what you'll have for breakfast next Tuesday is too hard. And too boring. Lots of those lists don't even take into account what season it is, so they suggest turnips in summer and mangoes in winter.

- You need fruit
- You need vegies
- You need stuff made from grains
- You need protein
- You need calcium foods
- You need fats and oils
- You need water
- You need vitamins and minerals



## WHAT YOU DON'T NEED

The body saves any sugars and fats it doesn't need as extra weight. In the past it was hard to get fatty and sugary foods (you couldn't exactly go out with a spear and hunter-gather a packet of chips, a gigantic muffin and a sweet drink), but now they're available all the time, everywhere, and they're cheap.

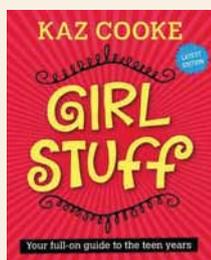
People have got into the habit of eating more sweet, fatty food than they need, and not doing much activity. And if they don't get out of this habit they end up at an unhealthy weight.

You may be amazed at the amount of fat and sugar in processed, takeaway and fast food. One takeaway hamburger or serve of fried chicken, or pre-packaged creamy curry from the supermarket frozen section, can be more than half or two-thirds of your whole day's energy needs, without providing much nutrition that your body can use.

If you want to eat this kind of food find out what's in it – and what's not in it – so you're informed.

- You don't need much sugar
- You don't need unhealthy fats and oils
- You don't need fizzy drinks and sweetened juices
- You don't need too much salt
- You don't need too much caffeine

## ABOUT KAZ COOKE AND GIRL STUFF



Kaz Cooke is an Australian writer, cartoonist, broadcaster and occasional radio presenter whose books have tickled, informed and sustained two generations of Australian women. She's the author of *Up the Duff: The Real Guide to Pregnancy*, *Kidwringling: Looking After*

*Babies, Toddlers and Preschoolers* and now *Women's Stuff*. A former news and features journalist, and columnist, for *The Age*, the *Sydney Morning Herald* and *The Australian*, she now lives with her family in Melbourne. Her books have been translated into many languages: in Latvian she is Keza Kuka and in Czech she is Kaz Cookeova. She has too many handbags and never knows where her mobile phone is.

To find out what girls want to know, Kaz Cooke set up the **Girl Stuff** website with a survey, and there were more than 4000 responses. Then she asked a whole bunch of health and other experts to help get girls the most up-to-date info.

The result is ***Girl Stuff: Your Full-on Guide to the Teen Years***, with more than 600 pages and heaps of cartoons. It will be a girls' friend throughout every change and challenge of her teen years. See [girlstuffbook.com.au](http://girlstuffbook.com.au) for more info and teachers' notes.

Read more of Kaz Cooke's funny and practical advice for teens on the subject of food as well as body image, schoolwork, drugs, love, mental health, online and phone safety and lots more in the latest edition of *Girl Stuff*, available at [www.penguin.com.au](http://www.penguin.com.au)

# LEARNING RATES IN THE DIGITAL ERA

The way we approach learning for students and teaching methodologies is shifting quicker than ever before thanks to digital technologies.



Technology has triggered an educational revolution. There has been more progress in educational innovation over the last five years than in all of last century. Technology makes education accessible to everyone; high-quality education is no longer the preserve of a privileged few with deep pockets.

The difference between continents is not as dramatic as you might think. How we learn is evolving fast in both developed and emerging markets but the devices used are different. Learning on mobile or smart devices is the main trend in the emerging markets, whereas learning in developed markets is—for the most part—still PC-based. Going forward, we need to ensure that products are fit for all purposes whether they are mobiles, PCs, smartphones or connected TVs.

MOOCs (Massive Open Online Courses) have opened up high-quality education to the masses. The Khan Academy is one such example that aims to provide 'high quality education for anyone, anywhere' and challenges the traditional trusted learning institution. Freely available and open licensed content for teaching, learning and assessment can be classed as Open Educational Resources (OER) and offer teachers quality content for minimal or no cost. In today's world, anyone can learn anywhere, on any device, about any topic and at any time. Classroom walls are disappearing fast and the world has more students than ever before.

Aside from organised MOOCs and OERs, technology in general opens the ability to learn even outside of official learning platforms. As such, there has been a noticeable power shift. Anyone can teach today—or so it seems. Peer-to-peer learning is now a critical element of education, with students learning from online social forums and online collaboration on assignments as well as their teachers. Gone are the days of 'sage on the stage'. Today, teaching is as much about facilitation as it is about imparting knowledge.

We will also see a rise in crowd-sourced assessment, something the new Financial Times International Awareness test leverages. There will also be an increasing demand for tuition on twenty-first-century informal skills, taught by peers and experts. We don't go to school to learn how to code websites or about the best practices for social media marketing. We learn online from our peers and experts instead. Here are just a few examples of some of the exciting new players in this space:

- Grovo - training for websites, apps and online tools
- Code Academy – teaches you to code websites
- P2PU – learn a topic with collaborative group work and assessment
- Smarterer – online skills testing for popular products and theories.

"THERE HAS BEEN MORE PROGRESS  
IN EDUCATIONAL INNOVATION  
OVER THE LAST FIVE YEARS THAN  
IN ALL OF LAST CENTURY."



Learning should no longer be thought of traditionally. Forget poring over textbooks and learning verb conjugations by rote. The way we learn is starting to become more and more fun! Edu-games are highly effective and in hot demand, with the market size set to double over the next five years. Expect to see certain elements of gamification, such as rewards systems, badging and bite-sized testing, incorporated into future educational products and solutions.

Due to shifting learning opportunities, many educators are starting to experiment with digital education opportunities themselves. EdX is a classic example. As a joint venture between Harvard University and the Massachusetts Institute of Technology (MIT), it proclaims to be 'the future of online education for anyone, anywhere, anytime' (similar to the Khan Academy above perhaps?). We are seeing more meet-ups (for idea-sharing) between education and technology companies (now called EdTech businesses) and interestingly MIT recently appointed its first director of digital learning. There's no doubt that similar positions will soon be instated at other institutions.

**Author:** *Juan Lopez-Valcarcel*

## ABOUT THE AUTHOR

**Juan Lopez-Valcarcel** has extensive international experience as an internet entrepreneur, launching one of the first digital portals in Spain and having worked at a variety of digital media and telecommunications companies. His technical and entrepreneurial background has helped transform companies into successful digital businesses that offer compelling user experiences. He is currently the Chief Digital Officer for Pearson International, residing in London.

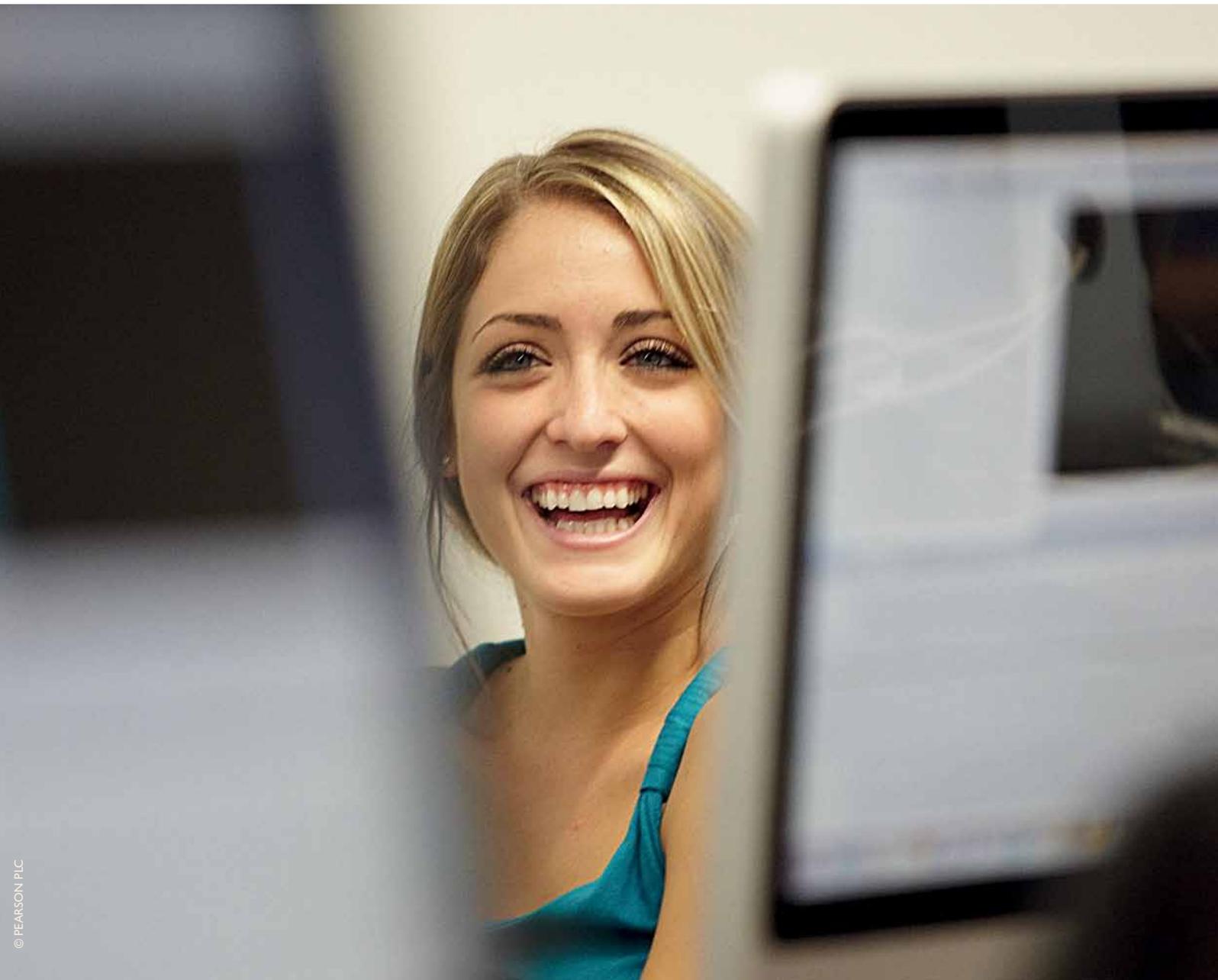
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# HELPING YOUNG PEOPLE BOUNCE BACK!

Toni Noble and Helen McGrath share their views  
on children's wellbeing and resilience



Life is a wonderful but sometimes bumpy journey. Everyone experiences setbacks, frustrations and hard times at different times in their lives. We can't protect young people from the stress of all the possible setbacks in their life but we can teach them the coping skills that promote resilience. Recent research studies have suggested that today's young people may be less resilient than those of previous generations and more in need of opportunities to learn resilience skills.

### THE PERSONAL SKILLS OF RESILIENCE

There are many skills that we can teach students to provide them with a resilience 'tool kit' for coping with life and being successful. Professor Martin Seligman has highlighted the importance of teaching young people to be optimistic by, for example:

- showing them how to find the positives (however small) in negative situations;
- helping them to understand that negative situations in your life are temporary and that bad situations are specific and do not necessarily flow over into all aspects of your life.

Many young people become unnecessarily distressed and despairing because they distort a situation or they have irrational and unhelpful beliefs that make it less likely that they will attempt to solve a problem. Examples of such thinking include:

- I must be perfect and never make any mistakes

- If something bad has happened to me once it will happen again

Young people can be taught to replace these unhelpful beliefs with *reality-based helpful thinking* such as:

- looking for evidence and cross-checking with others to get a second opinion
- acknowledging that feelings, though often powerful, can be managed by the recognition that how you think greatly influences how you feel.

They can also be taught the importance of using sound evidence (rather than wishful thinking) along with self-reflection and ongoing reality testing, to develop positive self-knowledge about their strengths and limitations,

Young people also need to learn skills for being resourceful and confident as part of their 'resilience tool kit'. These skills include:

- Knowing your own strengths and limitations and being prepared to work hard and not give up despite encountering obstacles;
- Setting, planning and achieving realistic personal goals
- Making good decisions and seeking advice from trusted others so your decisions more likely to be good ones
- Solving problems creatively

Many research studies have demonstrated that young people with well-developed social skills are more likely to be resilient and to have a good support network of friends when needed. Key social skills

can be taught and practised in a range of classroom contexts. Skills for accurately naming and managing your own strong emotions (e.g. anxiety or anger) and finding the confidence to act courageously when necessary, are also an important part of a young person's resilience 'tool kit'.

Through many areas of the curriculum, teachers can encourage their students to develop and try to live by pro-social values such as respect, cooperation and acceptance of differences.

### HOW CAN WE TEACH THESE SKILLS?

Recent large scale meta-analyses of school based social-emotional learning programs conclude that the best social and emotional learning programs are those that are introduced early in primary school, revisit key concepts in developmentally appropriate ways over time, explicitly teach the targeted skills, and embed the teaching of these skills and understandings in the curriculum.

The award-winning **Bounce Back!** Wellbeing & Resilience program uses high quality children's literature and junior novels to convey resilience messages at the same time as focusing on English outcomes. The program also uses cooperative learning strategies and Circle Time to build positive relationships and teach social-emotional skills. This multi-faceted approach enables teachers to make a significant contribution to the wellbeing of the children and young people.

## ABOUT THE AUTHORS

Dr Toni Noble is an Adjunct Professor -Faculty of Education, Australian Catholic University. Her email is [toni@bounceback.com.au](mailto:toni@bounceback.com.au). Dr Helen McGrath is an Adjunct Professor, School of Education, RMIT University. The **Bounce Back!** program co-authored by Helen McGrath and Toni Noble and published by Pearson Education comprises three books: lower primary, middle primary; upper primary to junior secondary plus online IWB activities, games, resource lists, parent notes and worksheets.

Helen McGrath and Toni Noble conduct professional learning sessions based on the **Bounce Back!** program. To find out more about these and the other professional learning opportunities available please visit [www.pearson.com.au/pl](http://www.pearson.com.au/pl)

## LIFESTYLE



# WHERE TO GO: MID TERM BREAK JUNE-JULY

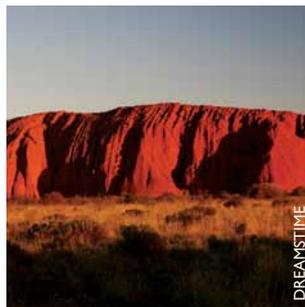
Marking the start of summer in the northern hemisphere, June brings sunny weather and longer days. This is a good time to explore Europe and the USA, with natural beauty and abundance. Winter is starting in the southern hemisphere and the cooler weather makes this ideal for a visit to Australia's Northern Territory, which can be unbearably hot for much of the year, and Machu Picchu, where the cooler weather is great for hiking.

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Enjoy Darwin's outdoor lifestyle and harbour setting. Visit also the native artists of the Tiwi Islands, and Kakadu National Park – a mass of rivers, wetlands and forests, rich in Aboriginal art.

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DREAMSTIME

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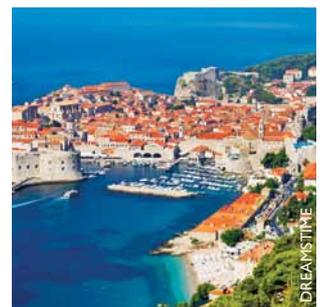
DREAMSTIME

### DALMATIAN COAST

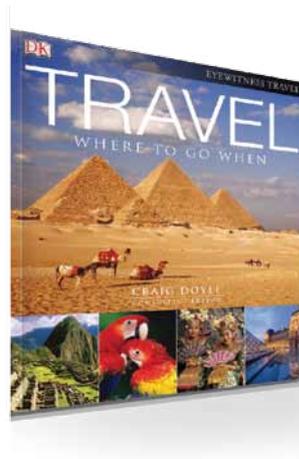
*Croatia, Europe*

A coastline of crystal waters and quiet, picturesque islands. This Mediterranean Riviera is still quite quiet, calm and unspoiled – so see it as soon as you can. Plenty of activities for the kids too.

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DREAMSTIME



Thanks to our contributors from DK who have provided these travel tips from Travel: Where to Go When.



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# PRODUCT SPOTLIGHT



## PEARSON SCIENCE

Student Books • Activity Books • EAL/D Activity Books • Pearson Reader 2.0 • Pearson eBook 3.0 • Pearson Assess • Teacher Companions

**Pearson Science** is designed to save you planning time and engage your students. Leading science educators from across Australia have written and reviewed **Pearson Science** to make it the best science resource for teaching the Australian Curriculum. We've consulted with practising science teachers throughout Australia to find out what teachers really want in a science series. The result is a combination of printed and digital products which allow teachers to develop a rich, interactive learning environment.

Written with the aid of a full set of writing and literacy guidelines developed for this series, the text is clear and easy to understand. We've carefully considered the layout of the text and the selection and placement of images to enhance learning. So everything on the page has been designed to make **Pearson Science** the most accessible science series available.

You can also customise **Pearson Science** to the needs of your classroom. Pearson Custom lets you choose chapters to build a book that's just right for you, in hard copy and online. Ask your Education Sales Consultant for more information.

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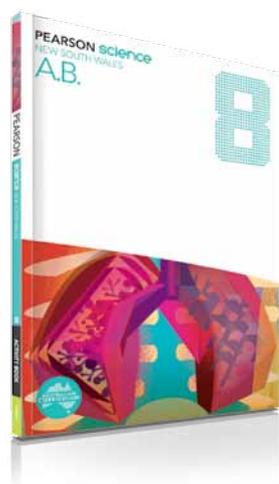
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# PRODUCT SPOTLIGHT



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*Student Books • Activity Books • EAL/D Activity Books • Teacher Companions • Pearson eBook 3.0 • Pearson Assess*

From the publishers of the market leading **Science Focus**, **Pearson Science New South Wales** is built from the ground up for the Australian Curriculum and developed for the NSW syllabus, Years 7-10. It will not only save you time in researching the new requirements of the AC for NSW, but is the only series that really engages your students.

The series includes content and activities presented within the context of the three NSW Syllabus strands: Knowledge and Understanding, Working Scientifically and Learning Across the Curriculum. Content identified as 'Additional' in the NSW syllabus has been clearly differentiated from core content and is carefully placed in the flow of content.

### FOCUS ON: EAL/D ACTIVITY BOOKS

English as an Additional Language or Dialect (or EAL/D) is heavily supported in the Australian Curriculum. To recognise this, we've created the only available EAL/D Activity Book to support students using Pearson Science New South Wales.

The EAL/D Activity Books can be used alongside the core edition Activity Books – featuring the same pagination and activities, however there are a lot of added features to help EAL/D students succeed.

They include language builder support for each chapter, simplified questions, key terms defined using text and pictorial explanations, as well as scaffolds and hints.

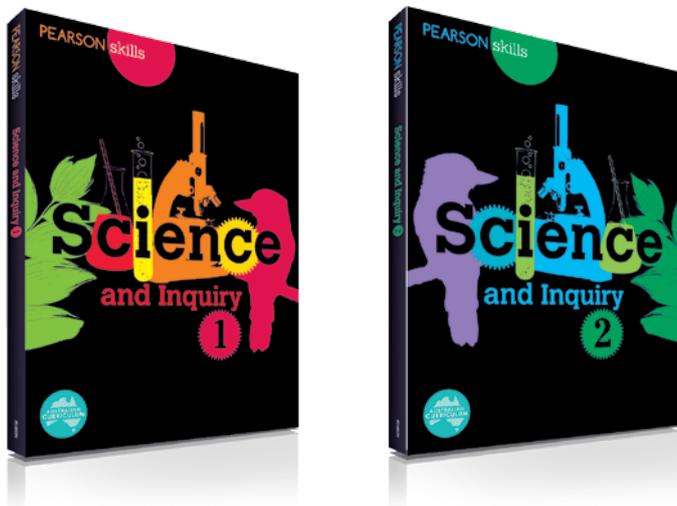
- Written by specialist EAL/D teachers
- Simplified questions
- Key terms defined using text and pictorial explanations
- Language builder support for each chapter specifically developed for EAL/D students, to support learner diversity in the classroom
- Can be used instead of or in addition to the Pearson Science NSW Activity Book
- Key terms defined using text and pictorial explanations, to help enhance understanding with EAL/D students
- Scaffolds and hints to build confidence and sense of completion with tasks

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## PEARSON SKILLS: SCIENCE AND INQUIRY

*Student Books • Pearson Reader 1.0*

Designed to complement and enhance any Science course, these books support students in developing the essential science and inquiry skills defined in the Australian Curriculum: Science. A range of tasks allow students to develop greater depth and application in their science endeavours. These skills will equip students to tackle any Science course.

These student-friendly texts are suitable for independent use and will engage and challenge students from a wide range of backgrounds and abilities, with little or no teacher support. Skills such as data collection, data analysis and presenting results will be developed, along with scientific literacy and communications skills.

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Science inspires curiosity and encourages us to ask questions and seek answers about our world. To be able to investigate, research, answer questions and communicate findings as scientists, students need a diverse set of skills.

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- Equip students with science and inquiry skills that will allow them to tackle any science course
- Sit alongside any science course or text
- Student friendly and suitable for independent use
- Engage and challenge students from a wide range of backgrounds and abilities, with little or no teacher support
- Specifically developed to meet the strand of Science Inquiry Skills that is fundamental to the Australian Curriculum.

### Students will learn:

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- Scientific literacy
- Laboratory safety
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- Data collection and analysis
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- Investigation and research

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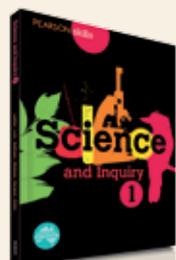
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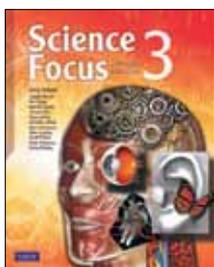
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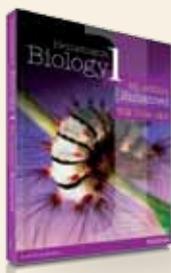
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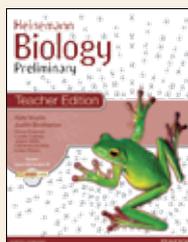
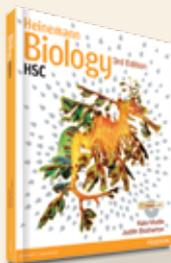
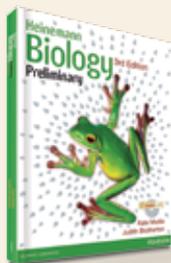
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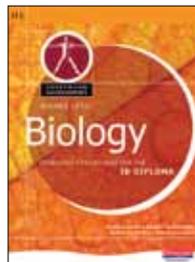
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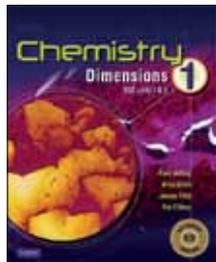
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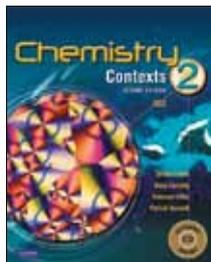
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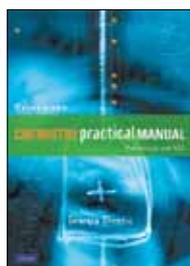
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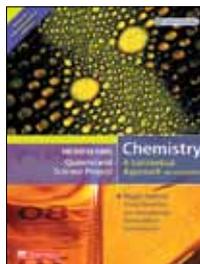
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**QLD** PUB DATE 2007

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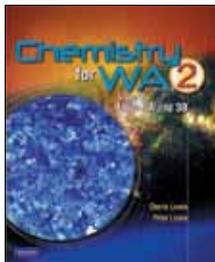
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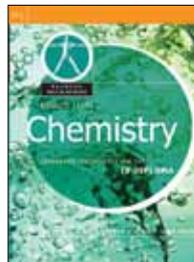
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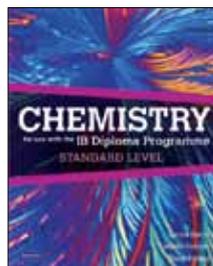
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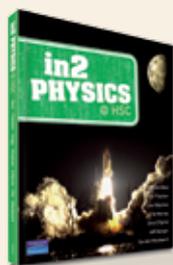
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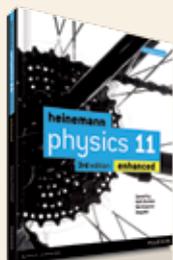
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## PHYSICS

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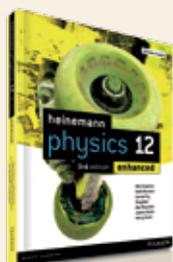
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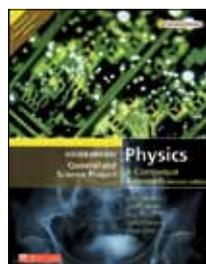


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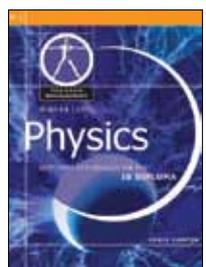
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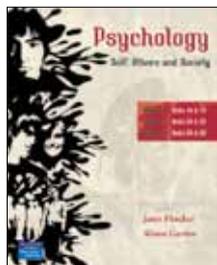
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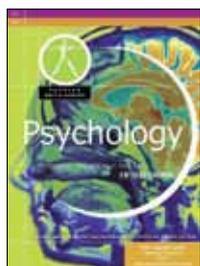
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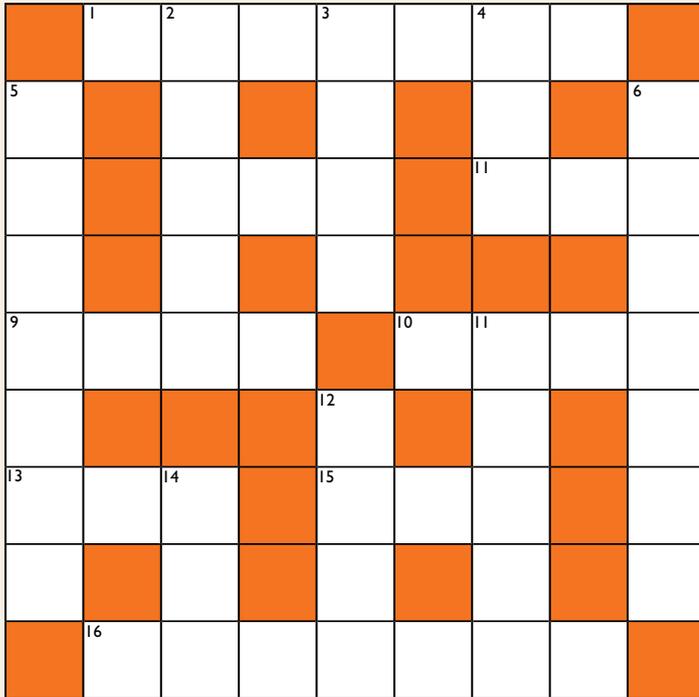


## 01

### CROSSWORD

Difficulty: Easy

We'll start with an easy one and work our way up!



#### Across:

- 1 Outline of the face seen from the side. (7)
- 7 More than one adult male. (3)
- 8 The highest point. (3)
- 9 To turn in a circle. (4)
- 10 Maize. (4)
- 13 A strong undercurrent. (3)
- 15 Scrap of cloth. (3)
- 16 Covers for the floor. (7)

#### Down:

- 2 A citizen of the empire. (5)
- 3 A penalty for infringing the law. (4)
- 4 Available for lease, to \_\_\_\_\_. (3)
- 5 Regarding email: reply, delete, \_\_\_\_\_. (7)
- 6 Throw into the works to spoil plans. (7)
- 11 Express a sense of obligation, I \_\_\_\_\_ to (5)
- 12 A small amount of liquid. (4)
- 14 Grown in pods, all alike. (3)

## 02

### SUDOKU

Difficulty: Easy

9					6	1		
8	2	5		1				3
				4	8			9
		7			2		3	
		1				5		
	9		1			6		
3			2	9				
5				3		2	7	6
		2	8					4

## 03

### LOSING ENGLISH PATIENCE

#### Sandwich Shop

(I work at a sandwich shop across the street from a high school. I serve a lot of teachers who come over here for lunch.)

Me: "You want a turkey on white with tomato? That's [price]."

Customer #1: "Oh, and can I have a bottle of water?"

Me: "'Course!"

Customer #1: \*scoffs\* "I can't believe you just said that. As an English teacher, I think I should tell you that saying that isn't proper English."

Me: \*not sure what to say\* "Um... sorry?"

Customer #1: "There you go again! Those are fragments, not complete sentences! All the other teachers who come in here would be ashamed!"

(The customer behind her speaks up.)

Customer #2: "Yeah, well, I'm a math teacher, and trust me, we don't care."

Find more stories about cheeky customers at [notalwaysright.com](http://notalwaysright.com)

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