

# Here I Am

## Teacher resource

This teacher resource has been developed for upper primary, lower and middle secondary years. This resource and electronic versions of **Here I Am** are available for download from [ccyp.wa.gov.au](http://ccyp.wa.gov.au).

A limited number of additional hard copies of **Here I Am** are available for schools and can be requested by email on [info@ccyp.wa.gov.au](mailto:info@ccyp.wa.gov.au). Please provide your name, title, school and postal address.

The Commissioner's office welcomes your feedback on **Here I Am** and is keen to hear how you are incorporating it into the classroom. Please contact us on [info@ccyp.wa.gov.au](mailto:info@ccyp.wa.gov.au).

## This resource

This resource is designed to align with the Western Australian K-10 Curriculum and particularly complements the learning areas of Health Education, English and General Capabilities (Indigenous and Intercultural Australia).

There are 15 stories from a diverse range of young people across urban and regional Western Australia. Activities focus on the following topics:

- **Inspiring Stories**
- **Building Strong, Healthy Relationships**
- **Bullying**
- **Resilience Building**
- **Accepting Difference**
- **Positive Mental Health**
- **Staying Connected**
- **Help Seeking**
- **Cultural Awareness**



[Click here to download](#)



Commissioner for Children and Young People  
Western Australia

## Inspiring stories

Alkira, Joshua, Harvey, Ashlyn

**Read** one or more of the stories listed and make notes on the challenges each person faced.

In a group or independently, share your thoughts on how these young people overcame difficult times. What actions did they take, who did they connect with and what was the outcome?

**Recall** a time that you were faced with a challenge.

**Write** your own story that describes the challenge and how you dealt with it. Finish with a sentence that provides wisdom to others or sums up your lessons learned from that time.

**Research** one person you admire in your life (famous or not) and choose one aspect of their story to write about. Use third person point of view and correct paragraph structure to tell a unique and inspiring story about this person.

## Building strong, healthy relationships

Alexis, Oli

Oli suggests to “seek out those people that you feel you do belong with” and Alexis aims to be a “friend to those who need it.” **List** the qualities that make a good friend or ally.

**Design** a poster for your school that informs people of the qualities of a good friend.

**Record** a video or **write** a letter or to a friend/ally of yours, telling them why they make you feel good or like you belong.

## Bullying

Alkira

In groups, **discuss** why you think Alkira was bullied. How did she respond to this bullying?

Alkira designed a keychain so that others could be proud of who they are and feel accepted.

**Design** and then **create** your own product that you could use to achieve the same aim. What would your product’s message be? What would it symbolise?

## Resilience building

Ajia, Oscar, Nur Fatimah, Ashlyn, Dakota

**Define** the term ‘resilience’. **Draw** a symbol that shows what resilience means to you.

**Compare** the stories of two or more of these young people. **Draw** a Venn diagram to show the similarities and differences between them in how they built resilience. Did they practice a skill over and over again? Did they seek help from others? Did they focus on other areas in their life instead?

**Research** and **identify** the three key qualities of a resilient person. **Create** a flyer for your peers that lists the ways we can all bounce back from challenges. **Display** them around your school.

## Accepting difference

Joshua, Oscar, Ajia, Oli

**Read** the stories and **highlight** the issues that face young people that may make them feel different. **Identify** the ways that each person was able to deal with this.

**Create** a comic strip that shows a character and their feelings towards a topic such as disability, gender diversity, body image or racism.

**Compare** one of the young people’s stories with a character or issue within a film or novel you have studied in English. How do they relate?

**Locate** an advertisement either online or in print media that challenges stereotypes of mainstream ideas of what we should look like.

**Present** to the class on why it is accepting of difference.

## Positive mental health

Michael, Elise, Alaxandrea, Nur Fatihah, Aja, Alkira, Joshua

**Analyse** two or more stories and **identify** the ways that each young person maintains a positive attitude. Is it through sport or hobbies? Relationships? Projects?

**Create** a meme that combines an image and words to promote positive mental health. Use humour or appeal to get your message across.

**Choose** one hobby or sport that you haven't tried before. Video the first time you try it and present it to the class. **Explain** the positives and/or negatives of this hobby or sport.

**Persuade** others to take it up!

**Locate** a website or a book from the library that deals with mental health issues.

**Write** a review of the resource explaining your opinion on it. Is it useful or helpful? Would you recommend it to a friend?

**Create** a small flyer that lists important contacts for children and young people in need of support for mental health in your community.

## Staying connected

Nur Fatihah, Elise, Michael, Dakoda, Alaxandrea, Alexis

Nur Fatihah and Dakoda both enjoy nature on their doorstep. **Map/sketch** your favourite place outdoors. **Draw** the physical features of that place. **Write** a creative piece (poetry or prose) on why it is important to you.

Elise, Alexis and Michael volunteer their time to help others. **Investigate** a local club or business in your town that might take on volunteers. Look into how you can **Sign up** for some volunteer work to develop your skills and networks.

Dakoda and Alaxandrea both stay connected to their cultural heritage through their family.

**Research** your family tree and speak to your parents or grandparents about your heritage. What two new pieces of information did you learn?

## Help seeking

Oli, Harvey, Samya, Alexis

**Create** a survey for your peers that asks them where they think students could go to when they need support. Ask them if they can identify the names of school services and staff that offer support. **Compile** the findings and write a list of all the places and people they can access if they need to. Make this resource available to your fellow students, friends and peers.

**Interview** one person either in your community or school who offers support. This may be academic or mental health support. Ask them to describe what services they provide and to whom.

**Write** an article on a school or community mentor. Consider how you could sign up to be a mentor too! Are you a Maths or English whiz? Good with younger children? Have skills to offer?

## Cultural awareness

Joshua, Samya, Dakoda, Alaxandrea

**Identify** the cultural heritage of one of the storytellers. **Research** the place, race, religion and cultural practices of someone from this heritage.

**Research** famous Australians who have emigrated to Australia. What hardships and challenges did they face in coming to a new country? **Highlight** and **learn** one of their quotes that you like.

**Discover** the different styles of Indigenous Art that can be found across Australia. What do they have in common? What is different? What stories do they share, if any? **Investigate** one Western Australian Indigenous artist and write a report on that person, including pictures of them, their Country and their artwork.

