

Students Exploring Life's Foundation The S.E.L.F Program



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Unit Description

SELF is a life skills program that aims to develop the skills young people need for a healthy and authentic sense of self-awareness to make informed decisions about their life and their personal wellbeing.

Unit Objectives

1. Grow in self-awareness and self-confidence
2. Determine personal goals
3. Explore values and make informed decisions
4. Achieve goals through motivation and accessing support
5. Understanding choice and responsibility
6. Develop strategies for personal wellbeing

Module 1: Discover your unique identity

Module description

Discover your unique identity involves exploring the traits, values and experiences that define you. Through self-reflection, you gain awareness of your strengths and passions, helping you to embrace what makes you, you. This understanding of self, nurtures authenticity and guides your decisions, relationships and goals, enabling you to live a more purposeful and rewarding life.

Time allocation

- 55 hours
- 3 weeks or 2.5hrs per week

Assessment

Assessment description	Technique and mode	Assessment conditions	Dimensions & Objectives
<ul style="list-style-type: none">• Students will individually complete short response questions and activities from their workbook throughout lessons.• Students will complete the reflective journal questions after the completion of the module.• Participate in activities• Present a third-party report/testimonial/ reference	<ul style="list-style-type: none">• Workbook• Short response• Reflective journal• Teacher observations	<ul style="list-style-type: none">• Group discussions• Individual response	<ol style="list-style-type: none">1. Grow in self-awareness and self confidence2. Determine personal goals3. Explore values and make informed decisions4. Achieve goals through motivation and accessing support5. Understanding choice and responsibility6. Develop strategies for personal wellbeing Dimensions to consider: <ul style="list-style-type: none">• Identity: Body, soul, spirit• Positive and negative vibes• Self-acceptance

Teaching and learning sequence

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
7 hours	1. Grow in self-awareness and self confidence	<ul style="list-style-type: none"> • Who am I? • What do you think makes up you? • Your identity • Affirmations • Reflective Journal 	<ul style="list-style-type: none"> • A message from kid president https://www.youtube.com/watch?v=l-gQLqv9f4o&t=25s • Letter to your future self: The purpose of this letter is to talk about things that may worry you now and any hopes or dreams you may have for yourself this year and in the future. • What does identity mean to you?: Class discussion to create a word cloud. • Benefits to knowing who you are: Partner and class discussion • Exercise 1: page 10 of SELF workbook • Your identity is your superpower https://www.youtube.com/watch?v=XQJhRDbsDzI • Exercise 2: page 13 of SELF workbook • SELF Affirmations: This affirmation activity will run for the entire duration of the S.E.L.F course. • At the end of each lesson, give students 5-7 minutes to write an affirmation to place into people's envelopes. • At the end of the S.E.L.F program students will take envelopes home and read the messages from peers. • Reflective Journal: Module 1 – page 68

Module 2: Emotional Intelligence

Module description

This module explores the essentials of emotional intelligence, focussing on self-awareness, self-regulation, empathy and social skills. Students will discover how to recognise, understand and manage their own emotions while navigating interpersonal relationships. Practical examples, real-world application and regular self-reflection help to develop resilience, improve communication and promote a positive emotional environment in personal and professional settings.

Time allocation

- 55 hours
- 3 weeks or 2.5hrs per week

Assessment

Assessment description	Technique and mode	Assessment conditions	Dimensions & Objectives
<ul style="list-style-type: none">• Students will individually complete short response questions and activities from their workbook throughout lessons.• Students will complete the reflective journal questions after the completion of the module.• Participate in activities• Present a third-party report/testimonial/ reference	<ul style="list-style-type: none">• Workbook• Short response• Reflective journal• Teacher observations	<ul style="list-style-type: none">• Group discussions• Individual response	<p>2. Develop emotional awareness and strategies to manage stress and anxiety</p> <p>Dimensions to consider:</p> <ul style="list-style-type: none">• Self-talk• Character descriptors• Emotional responses• Dealing with stress and anxiety• Understanding your spirit• Authenticity

Teaching and Learning Sequence

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
7 hours	2. Grow in self-awareness and self confidence	<ul style="list-style-type: none"> • What is emotional intelligence? • Get to know yourself • What are your triggers? • Identify strategies to manage triggers • Empathy and your emotions 	<ul style="list-style-type: none"> • The pursuit of happiness: https://www.youtube.com/watch?v=S_6vjb1cJkE • Partner & class discussions • Developing emotional intelligence: https://www.youtube.com/watch?v=n9h8fG1DKhA • AUS Identity quiz: https://ausidentities.com.au/quizzes/teen/ • Descriptors activity: page 15 of SELF workbook <p>Activity: Discuss and/or write 3 things that make you feel angry/anxious/upset/sad/uncomfortable. E.g. 'public speaking'</p> <ul style="list-style-type: none"> • Coping strategies: https://www.youtube.com/watch?v=Vs-MyQgfH3A <p>Activity: Fill out table displayed on PowerPoint into notebooks. Identify trigger, how it makes you feel and various strategies to manage the trigger.</p> <ul style="list-style-type: none"> • Inside out: Emotional intelligence https://www.youtube.com/watch?v=kdhjztWMnVw <p>Activity: Answer questions from PowerPoint into notebooks relating to the video from 'Inside Out'.</p>

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
		<ul style="list-style-type: none"> • Dealing with stress & anxiety • Your Spirit • Affirmations • Reflective Journal 	<p>Activity & video: Brainstorm everything that students can think of that relates to stress Watch video (14min Ted Talk): https://www.youtube.com/watch?v=RcGyVTAoXEU&ab_channel=TED</p> <p>Activity: Complete exercise 3 a, b & c, on page 18/19 of SELF workbook.</p> <ul style="list-style-type: none"> • Discuss what it means to have a 'strong spirit' <p>Activity: Using web address below, create a 6-question KAHOOT on 'Strong Spirit' https://headspace.org.au/explore-topics/aboriginal-torres-strait-islander-peoples/strong-spirit/</p> <ul style="list-style-type: none"> • Complete exercise 3 d & e on pg 20-21 of SELF workbook. • SELF Affirmations: This affirmation activity will run for the entire duration of the S.E.L.F course. • At the end of each lesson, give students 5-7 minutes to write an affirmation to place into people's envelopes. • At the end of the S.E.L.F program students will take envelopes home and read the messages from peers. • Reflective Journal: Module 2 – page 69

Module 3: The truth about your values

Module description

This module explores the importance of identifying values in life and how these guide actions, shape priorities and provide a sense of purpose. Through understanding what really matters, students can make decisions which lead to a more fulfilling life, stay focussed during times of hardship and build meaningful relationships based on shared beliefs.

Time allocation

- 55 hours
- 3 weeks or 2.5hrs per week

Assessment

Assessment description	Technique and mode	Assessment conditions	Dimensions & Objectives
<ul style="list-style-type: none">• Students will individually complete short response questions and activities from their workbook throughout lessons.• Students will complete the reflective journal questions after the completion of the module.• Participate in activities• Present a third-party report/testimonial/ reference	<ul style="list-style-type: none">• Workbook• Short response• Reflective journal• Teacher observations	<ul style="list-style-type: none">• Group discussions• Individual response	<p>3. Explore values and make informed decisions</p> <p>Dimensions to consider:</p> <ul style="list-style-type: none">• Identifying core values• Making empowered choices• Emotional self-regulation• Measuring values against life choices

Teaching and Learning Sequence

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
7 hours	3. Explore values and make informed decisions	<ul style="list-style-type: none"> • The secret of the leaky bucket • What are your core values? • You are the author of your own book of life 	<ul style="list-style-type: none"> • Watch video: https://www.youtube.com/watch?v=XsasCrk7oBY&ab_channel=WisdomNow <p>Activity: Answer questions from power point into your personal notebook.</p> <ul style="list-style-type: none"> • Class brainstorm as many core values as possible. E.g. friendship, honesty, security etc. <p>Activity: Students copy paste the web address into their device and complete the 'Personal Values Assessment' https://personalvalu.es/</p> <ul style="list-style-type: none"> • In SELF workbook, complete exercise 8, pg 25-28 • Watch the video: https://www.youtube.com/watch?v=QbL0X3B4mJg&ab_channel=LifeAdvice <p>Activity: Students answer the questions on the Power Point into their personal notebooks.</p>

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
		<ul style="list-style-type: none"> • Making choices based on your values 	<p>Class activity: ‘What do you think?’</p> <ul style="list-style-type: none"> • Put the numbers 1 – 5 around the classroom <ul style="list-style-type: none"> ○ 1: Highly disagree ○ 2: Somewhat disagree ○ 3: Neutral ○ 4: Somewhat agree ○ 5: Highly agree • Make various statements (provided on the power point), and students will move to the number which makes sense to them. E.g. ‘Science is the best subject in the world’. (Do you agree? Disagree? Neutral? etc). • Emphasise to students to: <ul style="list-style-type: none"> ○ Try not to be influenced by those around them ○ Be true to their values ○ You ‘may’ choose to ask students why they feel a certain way about a statement. Use your discretion. <p>Activity:</p> <p>After students complete the ‘what do you think’ activity they will finish the following sentence in their personal notebook: ‘I know I am.....’</p>

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
		<ul style="list-style-type: none"> • Affirmations • Reflective Journal 	<ul style="list-style-type: none"> • SELF Affirmations: This affirmation activity will run for the entire duration of the S.E.L.F course. • At the end of each lesson, give students 5-7 minutes to write an affirmation to place into people's envelopes. • At the end of the S.E.L.F program students will take envelopes home and read the messages from peers. • Reflective Journal: Module 3 – page 70

Module 4: Your purpose and passion

Module description

This module explores how purpose and passion can provide a clear sense of why we do what we do and what provides the motivation to do so. Students will explore how purpose and passion inspire resilience in the face of challenges, create deeper satisfaction in achievements and lead to a life lived with intention and meaning.

Time allocation

- 55 hours
- 3 weeks or 2.5hrs per week

Assessment

Assessment description	Technique and mode	Assessment conditions	Dimensions & Objectives
<ul style="list-style-type: none">• Students will individually complete short response questions and activities from their workbook throughout lessons.• Students will complete the reflective journal questions after the completion of the module.• Participate in activities• Present a third-party report/testimonial/ reference	<ul style="list-style-type: none">• Workbook• Short response• Reflective journal• Teacher observations	<ul style="list-style-type: none">• Group discussions• Individual response	<p>4. Achieve goals through motivation and accessing support</p> <p>Dimensions to consider:</p> <ul style="list-style-type: none">• Internal and external purpose• Discovering ‘who I am’• Describing and presenting ‘self’ to others• Defining a purposeful life

Teaching and Learning Sequence

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
7 hours	4. Achieve goals through motivation and accessing support	<ul style="list-style-type: none"> • What is purpose in life? • Discovering me 	<ul style="list-style-type: none"> • Class brainstorm: 'What does purpose in life mean?' • Click on the link in the Power Point to watch the following video on life purpose. <p>Activity: Students complete a 'journalling' activity in their personal notebooks. Students answer the questions on the PowerPoint.</p> <p>Activity: 'Discovering me' Collect 6 pieces of butcher's paper and title each one with:</p> <ul style="list-style-type: none"> ○ <i>Likes</i> ○ <i>Dislikes</i> ○ <i>Careers</i> ○ <i>My activities</i> ○ <i>Personality traits</i> ○ <i>Travel</i> <ul style="list-style-type: none"> • Place these papers around the room • Give students 7-10mins to circulate around and write their thoughts onto the paper. • Collect the sheets, blue tak to the board and as a class discuss some of the answers. <p>Activity:</p> <ul style="list-style-type: none"> • Complete exercise 6 on pg 35 in your SELF workbook.

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
		<ul style="list-style-type: none"> • Selective attention 	<p>Activity: 'Design your own tattoo'</p> <p>Students are to design their own tattoo using various methods e.g. drawing in book, paint program or Canva.</p> <p>Students are to design a tattoo focusing on 'who they are and what they want for their life'. There are focus questions on the power point to help guide them.</p> <p>Students need to reflect on their image and write down their ideas into their personal notebook.</p> <p>Watch the video on the 'red car theory' https://www.youtube.com/watch?v=GhJD4qX077s&ab_channel=MageCraftAgency</p> <p>Watch the video on 'selective attention' (link can be found on power point).</p> <p>As a class, discuss both videos and what they mean.</p> <p>Activity:</p> <p>Complete exercise 7 & 8 from pgs 37 – 42 of SELF workbook.</p>
		<ul style="list-style-type: none"> • Affirmations 	<ul style="list-style-type: none"> • SELF Affirmations: This affirmation activity will run for the entire duration of the S.E.L.F course. • At the end of each lesson, give students 5-7 minutes to write an affirmation to place into people's envelopes. • At the end of the S.E.L.F program students will take envelopes home and read the messages from peers.

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
		• Reflective Journal	• Reflective Journal: Module 4 – page 71

Module 5: Using choice and responsibility

Module description

This module explores the concept of how choice and responsibility are interconnected and foster personal growth as we grow. Owning responsibility for decisions fosters accountability, self-discipline and integrity. It encourages learning from mistakes, building character and creating a life aligned with one's values and goals.

Time allocation

- 55 hours
- 3 weeks or 2.5hrs per week

Assessment

Assessment description	Technique and mode	Assessment conditions	Dimensions & Objectives
<ul style="list-style-type: none">• Students will individually complete short response questions and activities from their workbook throughout lessons.• Students will complete the reflective journal questions after the completion of the module.• Participate in activities• Present a third-party report/testimonial/ reference	<ul style="list-style-type: none">• Workbook• Short response• Reflective journal• Teacher observations	<ul style="list-style-type: none">• Group discussions• Individual response	<p>5. Understanding choice and responsibility</p> <p>Dimensions to consider:</p> <ul style="list-style-type: none">• Rights and responsibilities• How we live• Tools for decision making• Implementing change

Teaching and Learning Sequence

Trigger warning: This module will analyse student lives and explore their mindset around this. This could be confronting for some students – Teachers please use your professional judgement to alter activities or discussions based on the background of students in your class.

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
7 hours	5. Understanding choice and responsibility	<ul style="list-style-type: none"> • Change the world • Exploring my choices • Growth vs Fixed mindset 	<ul style="list-style-type: none"> • Watch the video: 'Change the world, make your bed' https://www.youtube.com/watch?v=sBAqF00gBGk&ab_channel=NateWylieStudios • Watch the video: 'The waiting room test' https://www.youtube.com/watch?v=X6kWyggR0L8&ab_channel=IntegrationTeam <p>Activity: After watching the waiting room test, have students discuss what was going on, and would they do the same thing. Why/why not?</p> <p>Activity: Complete exercise 9 a, b, c, d, & e on page 45 of SELF workbook</p> <ul style="list-style-type: none"> • Students discuss the following: <ul style="list-style-type: none"> ○ What is a fixed mindset? ○ What is a growth mindset? • Watch the video: https://www.youtube.com/watch?v=M1CHPnZfFmU&ab_channel=JohnSpencer <p>Activity: Complete exercise 9 f & g on page 47 of SELF workbook</p>

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
		<ul style="list-style-type: none"> • Self-awareness checklist • Your choice • It's YOU vs YOU 	<p>Activity: Research task Students will spend 10-15mins researching AT LEAST 4 people who have failed and bounced back. E.g. Walt Disney.</p> <p>Discuss as a class, some of the celebrities that were found.</p> <ul style="list-style-type: none"> • Watch the video: Roger Federer https://www.youtube.com/watch?v=r2JR4LHF_2Q&ab_channel=Mint <p>Activity: Self-awareness checklist Students will complete this task in their personal notebooks</p> <p>Go through the questions on the power point, and students need to answer 'honestly' in their notebooks. This is an individual task.</p> <ul style="list-style-type: none"> • Optional activity: Watch the following video 'How to reprogram your brain' https://www.youtube.com/watch?v=GjcuD_Y9w9U&ab_channel=DrRanganChatterjee <p>This video is 1.5hrs long. Perhaps watch 5minutes. Students may wish to listen/watch the rest in their own time.</p> <p>Activity: Complete exercise 10, page 48 of SELF workbook</p> <ul style="list-style-type: none"> • Watch the video: It's YOU vs YOU https://www.youtube.com/watch?v=JXQN7W9y_Tw&ab_channel=BenLionelScott

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
		<ul style="list-style-type: none"> • Affirmations • Reflective Journal 	<ul style="list-style-type: none"> • SELF Affirmations: This affirmation activity will run for the entire duration of the S.E.L.F course. • At the end of each lesson, give students 5-7 minutes to write an affirmation to place into people's envelopes. • At the end of the S.E.L.F program students will take envelopes home and read the messages from peers. • Reflective Journal: Module 5 – page 72

Module 6: Personal Well-being

Module description

This module explores the importance of developing personal well-being for living a balanced and fulfilled life. It encompasses many dimensions of health which allows individuals the capacity to navigate stress, build resilience and maintain a positive mindset. Through cultivating self-care, mindfulness and healthy habits, individuals learn to create a strong foundation for long term growth and personal satisfaction.

Time allocation

- 55 hours
- 3 weeks or 2.5hrs per week

Assessment

Assessment description	Technique and mode	Assessment conditions	Dimensions & Objectives
<ul style="list-style-type: none">• Students will individually complete short response questions and activities from their workbook throughout lessons.• Students will complete the reflective journal questions after the completion of the module.• Participate in activities• Present a third-party report/testimonial/ reference	<ul style="list-style-type: none">• Workbook• Short response• Reflective journal• Teacher observations	<ul style="list-style-type: none">• Group discussions• Individual response	<p>6. Develop strategies for personal well-being</p> <p>Dimensions to consider:</p> <ul style="list-style-type: none">• Well-being definitions• Dimensions of health• Strategies to improve well-being• Principles of positive psychology (PERMA+)• Self-care strategies and resources

Teaching and Learning Sequence

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
7 hours	6. Personal well-being	<ul style="list-style-type: none"> What makes you happy? What is well-being? 	<ul style="list-style-type: none"> Watch the video: 'What makes you happy' https://www.youtube.com/watch?v=sJ8xZtxXLc8&ab_channel=Participant <p>Activity: What makes you happy?</p> <ul style="list-style-type: none"> Give each student a post it note They will write down what makes them happy, then place on the board. Teacher can read these out to the class <p>Deep Thinking task: With a partner students discuss the following phrase: <i>'Do you think happiness is a destination or a series of daily small choices which create a feeling of fulfillment?'</i></p> <ul style="list-style-type: none"> Watch the video: 'What is well-being' https://www.youtube.com/watch?v=mxz8KyV3Ydc&ab_channel=MultiComfortUK <p>Class discussion: What kind of things to you do in your daily routine to look after your 'wellbeing?'</p> <p>Activity:</p> <ul style="list-style-type: none"> Complete Exercise 10 on page 54 of SELF workbook <p>Class discussion:</p> <ul style="list-style-type: none"> Benefit of connecting with others Benefit of learning Benefit of practicing gratitude

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
		<ul style="list-style-type: none"> Positive psychology (PERMA+) 	<ul style="list-style-type: none"> Watch the video: Perma model of well-being https://www.youtube.com/watch?v=80dCFxEe70I&ab_channel=DespoinaPlouma <p>Activity: Complete exercise 12 on page 58/59 of SELF workbook</p> <p>ACTIVITY: Positive Emotions</p> <ul style="list-style-type: none"> In notebooks, identify 2 things you do to create ‘positive emotions’. Share with the class if you want Now write down 1 extra thing you can do to promote positive emotion. <p>ACTIVITY: Engagement</p> <ul style="list-style-type: none"> In your notebooks, identify 2 things you do that get you to that state of ‘flow’ Share with the class if you want Now write down 1 extra thing you can do to promote engagement. <p>ACTIVITY: Positive relationships</p> <ul style="list-style-type: none"> In your notebooks, identify 2 things you do to create ‘positive relationships’. Share with the class if you want Now write down 1 extra thing you can do to create another positive relationship. <p>ACTIVITY: Meaning</p> <ul style="list-style-type: none"> In your notebooks, identify 2 things you do that give ‘meaning’ in your life Share with the class if you want Now write down 1 extra thing you can do to give your life more meaning

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
		<ul style="list-style-type: none"> Self-care Well-being in the workplace Affirmations 	<p>ACTIVITY: Achievement/Accomplishment</p> <ul style="list-style-type: none"> In your notebooks, identify 2 things you do to create & acknowledge ‘achievements’. Share with the class if you want Now write down 1 extra thing you can do to create another more accomplishments in your life. <p>ACTIVITY:Plus +</p> <ul style="list-style-type: none"> In your notebooks, identify 2 things you do to enhance the ‘plus’ elements Share with the class if you want Now write down 1 extra thing you can do to improve the ‘plus’ elements <p>Activity: Class discussion: What would be some good examples of how you could reward yourself which would be conducive to your health and wellbeing?</p> <ul style="list-style-type: none"> Complete exercise 13 on pg 63 of SELF workbook <ul style="list-style-type: none"> SELF Affirmations: This affirmation activity will run for the entire duration of the S.E.L.F course. At the end of each lesson, give students 5-7 minutes to write an affirmation to place into people’s envelopes. At the end of the S.E.L.F program students will take envelopes home and read the messages from peers. If this is the last lesson, students can collect their envelopes and read their affirmations.

Notional hours	Core topics		Learning experiences
	Core concepts	Knowledge, understanding and skills	
		Inquiry questions	
		<ul style="list-style-type: none"> Letter to yourself 	<ul style="list-style-type: none"> If this is the final SELF lesson, bring the 'letter to yourself' envelopes which students wrote at the beginning of the program to class. Return these so students can read their letters.
		<ul style="list-style-type: none"> Self-assessment 	<ul style="list-style-type: none"> Students to complete 'Self-Assessment' on page 65 of SELF workbook
		<ul style="list-style-type: none"> Reflective Journal 	<ul style="list-style-type: none"> Reflective Journal: Module 5 – page 72
		<ul style="list-style-type: none"> Student declaration 	Students turn to page 75 of SELF workbook to complete the 'student declaration' (sign your FULL NAME and date)
		<ul style="list-style-type: none"> End of SELF program tasks 	<p>Things to do at the end of SELF:</p> <ul style="list-style-type: none"> Collect completed student booklets Complete 'observation checklist' on pg 64 of booklets Complete the supervisor section on pg 75 after the student declaration Email completed section to self@connectngrow.edu.au

VERSION CONTROL

Version Number	Date	Author	Rational
3.0	September 2024	Nicole Parish	Review and update
3.01	16 October 2024	Sue Lawman	Formatting



Support

Connect ‘n’ Grow[®] has a friendly team of staff who are always there to assist you if you need anything, please contact them on:

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