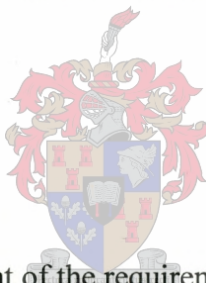


A programme for developing South African adolescents' social and emotional well-being.

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(Counselling Psychology) at the University of Stellenbosch.

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Declaration:

I, the undersigned, hereby declare that the work contained in this assignment is my own original work, and that I have not previously in its entirety or in part submitted it at any university for a degree.

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Abstract

This assignment provides a description of the cognitive, social and emotional developmental tasks of adolescence. In addition a summary of the most prevalent social, emotional and behavioural problems reported during this developmental phase is provided. With this information as a context, a school-based, curricula-integrated prevention programme is then introduced as a possible tool to facilitate the development of positive mental health among adolescents. The programme discussed, namely Programme Achieve (2nd ed.) by Dr. M.E. Bernard of California State University, is unique in its aim to both enhance academic achievement and social-emotional well-being. Programme Achieve (2nd ed.) is based on Bloom's school learning theory, rational-emotive therapy and rational-emotive education and various cognitive-behavioural and social learning research findings. With its sound theoretical and research base Programme Achieve (2nd ed.) offers students the opportunity to learn a mindset that will help them develop their full academic, emotional and interpersonal potential. Within the South African "Draft Revised National Curriculum Statement" (2001), provision is made for lessons pertaining to the students' personal development. In response to this, the author explores the suitability of Programme Achieve (2nd ed.) as a means to attain the specific Learner Outcomes and Assessment Standards as specified in the "Draft Revised National Curriculum Statement" (2001).

Opsomming

Die werkstuk gee 'n beskrywing van die kognitiewe, sosiale en emosionele ontwikkelingstake kenmerkend van adolessensie. Verder word 'n oorsig gegee van die belangrikste sosiale, emosionele en gedragsprobleme, kenmerkend van hierdie ontwikkelingsfase. Teen hierdie teoretiese agtergrond word 'n skool-uitkoms, kurrikula-geïntegreerde voorkomingsprogram voorgestel as 'n moontlike hulpmiddel om die ontwikkeling van geestesgesondheid onder adolessente te fasiliteer. Programme Achieve (2de ed.) is uniek in sy doelwit om akademiese prestasie sowel as sosiale-emosionele welsyn te bevorder. Programme Achieve (2de ed.) is gebaseer op Bloom se skoolleer teorie, rasioneel-emosionele terapie en rasioneel-emosionele onderrig en verskeie ander kognitiewe gedrags- en sosiale-leer navorsingsbevindinge. Programme Achieve (2de ed.), met sy stewige teoretiese en navorsingsbasis, gee leerders die geleentheid om 'n denkpatroon aan te leer wat hul sal help om hulle volle akademiese, emosionele en interpersoonlike potensiaal te bereik. Voorsiening word in die Suid Afrikaanse "Draft Revised National Curriculum Statement" (2001) gemaak vir onderrig ten opsigte van leerders se persoonlike ontwikkeling. Met verwysing hierna, word die toepaslikheid van Programme Achieve (2de ed.) ondersoek as 'n middel om spesifieke Leerder-Uitkomst en Evalueringstandaarde, soos vervat in die "Draft Revised National Curriculum Statement" (2001), te bereik.

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1. PROBLEM STATEMENT

"Youth are the valued possession of the nation. Without them there can be no future. Their needs are immense and urgent. They are the centre of reconstruction and development." Nelson Mandela (cited in Dickson-Tetteh & Ladha, 2000).

Working with adolescents today is challenging. Educators and other professionals find themselves faced with the challenge of positively influencing young people so that they not only achieve to the best of their ability, but also experience social, emotional and behavioural well-being. Internationally, research figures indicate large numbers of under-achieving scholars, increasingly high school dropout rates, an increase in youth suicide and continued drug and alcohol use and abuse (Bernard, 2000a; Cohen, 1999; Flisher, Parry, Evans, Lombard, & Muller, 1998; Wilde, 1999).

In order for both the social and emotional problems of young people to be improved, a change in the moral purpose of schooling is required. Today, development of the whole child, including social-emotional competence and tools for successful learning, needs to become central to the mission of education (M.E. Bernard, personal communication, November 5, 2001).

The world is experiencing an unprecedented increase in the number of young people. In South Africa alone, there are currently about eighteen million people under the age of twenty years. These young people account for approximately forty-four percent of the total population; with twenty one percent (8.8 million) of young South Africans being adolescents between the ages of ten and nineteen (Dickson-Tetteh & Ladha, 2000).

Adolescents are faced with many challenges. Their bodies, minds and relationships with parents, friends and themselves are all changing in confusing, frightening yet exciting ways. In addition they need to integrate the many changes occurring within society. The ever increasing challenges such as the pressure to achieve academically, the increase in HIV/Aids, violence, premature sexual and drug experimentation and far too often the crushing impact of prejudice and poverty are prominent aspects of their daily lives (Cohen, 1999; Kazdin, 1993).

To grow up in healthy and responsible ways these adolescents need the capacity to learn from their own emotional and social experiences. An awareness of themselves and others will provide the foundation for social and emotional competencies that is, a sense of self-worth; the abilities to solve problems and make responsible, helpful decisions; to communicate and collaborate with others and to become self-motivating. Being aware of themselves and others will also provide the foundation

for academic learning, in addition to fostering respect for democratic values. Optimally, social and emotional learning needs to be an integral part of adolescent education (Bernard, 2000a; Vernon, 1990; Wilde, 1999).

This notion that we need to understand and work with the “whole child”, including social and emotional functioning, was proposed and implemented in classrooms during the early part of the century by John Dewey, Felix Adler and Maria Montessori. Followed by many others who sought to make the educational curricula more relevant to the child and adolescent’s social and emotional experience. Mental health professionals, who work with the young, have long been aware of how social and emotional experience affects and even determines their ability to learn and develop.

Traditionally however, early mental health professionals, many of whom were teachers, focused primarily on children and adolescents presenting with problems that “derail” development or effective treatments. Anna Freud, however, and subsequent generations of informed child therapists invested their time in anticipating possible problems and establishing preventative measures (Cohen, 1999).

Given historical reason, it is understandable that psychology at mid-century focused on human problems, particularly those of mental illness or mental retardation. Currently however, an era is being entered where psychology needs to take on a more positive role. A role seeking to build individuals who are strong intellectually, emotionally, and in terms of character: in short, the focus needs to be preventative rather than reactive (Gardener, 1999; Vera & Reese, 2000).

Children and adolescents need to be taught to think critically, to appreciate diversity and to expand their own social and emotional competencies, and in so doing we will be affecting the course of their development.

Research indicates that educators and professionals who are able to involve students in social and emotional learning programmes tend to help them improve their behaviour and develop better skills at conflict resolution and handling interpersonal problems which, in turn, positively affects their ability to learn (Bernard, 2000a; Cohen, 1999).

In light of these contemporary demands and needs, schools internationally have become involved in a series of programmes designed to promote social competencies and to prevent social, emotional and health problems. The intent of these interventions is to intervene in a manner that will both enhance specific skills, for example problem-solving skills, and prevent problems in the future. The

common thread among them all being to raise the level of social and emotional competence in children and adolescents as part of their regular education. It is no longer sufficient to work only with those children and adolescents who are faltering and identified as troubled.

Children and adolescents need to learn that they always have choices about how they respond to emotion, and the more ways they know to respond to an emotion, the richer their lives will be.

Typically school-based intervention programmes include lessons on self awareness, recognising feelings, building a vocabulary for them and seeing the links between thoughts, feelings and reactions; knowing if thoughts or feelings are ruling a decision; seeing the consequences of alternative choices and applying these insights to decisions about such issues as drugs, smoking, and sex. Throughout his work, Ellis noted that lessons regarding self-awareness assist young people to recognise their strengths and weaknesses and to see themselves in a positive but realistic light (Barrish, 1997; Bernard, 1990, 2001a; Vera & Reese, 2000; Vernon, 1990). Another emphasis in these programmes is managing emotions: realising what is behind a feeling and learning ways to handle anxieties, anger, and sadness. Lastly, taking responsibility for decisions and actions, following through on commitments, together with understanding someone else's feelings and being able to take their perspective and respecting differences in how people feel about things, form integral aspects of most programmes (Bernard, 2001a; Goleman, 1996). Caution has however been raised by Ellis and Wilde (cited in Wilde, 1999) that numerous programmes often focus on surface issues and fail to alter the students' philosophies and beliefs that might dramatically improve functioning across a wide range of situations.

Within the South African context, the National Government's commitment to the mental health, social and emotional well-being of children and adolescents is documented in the "National Youth Policy" (1997) and the "Draft Revised National Curriculum Statement" (2001). Making commitments is however only the initial step in the process, the education department, in particular, needs to demonstrate its commitment to helping empower young people with the social and emotional competencies and tools to help them become independent and successful learners. In light of this, it is suggested that Programme Achieve (Bernard, 2001a), a curricula-integrated programme that focuses on improving the academic achievement and social and emotional well-being of young people may be a good tool to use to achieve these proposed objectives.

The following chapter provides a description of the developmental tasks of the adolescent life stage. Particular reference is made to those tasks that Programme Achieve (Bernard, 2001a) aims to address within its curriculum of lessons.

2. ADOLESCENCE: THE COGNITIVE, SOCIAL AND EMOTIONAL DEVELOPMENTAL TASKS

In the early nineteen hundreds, S.G. Hall, the ‘Father of adolescent psychology’, depicted adolescence as a stage of development associated with emotional turmoil and psychic disturbance, known as the period of “storm and stress” (Hall, 1918). Subsequently, Bandura (1964) suggested that this popularly held belief might have become a self-fulfilling prophecy. Today, research findings indicate that although psychological problems are slightly more prominent during adolescence compared with middle childhood, the difference is not that great (Herbert, 1999).

Despite these research claims, however, it is purported that adolescence must be acknowledged as a developmental phase characterised by extensive physical, cognitive, personality and social development that requires exceptional adjustments on behalf of the young person. Given this, a description of the adolescent cognitive, social and emotional developmental tasks will follow to provide the reader with an appropriate context.

Cognitive Development:

The adolescents’ thought becomes more abstract, logical, and idealistic. They are more capable of examining their own thoughts, the thoughts of others and what others are thinking about them. In addition adolescents are more likely to interpret and monitor the social world (Gouws, Kruger, & Burger, 2000; Louw, van Eede, & Louw, 1998; Santrock, 1992). The three main aspects of adolescent cognitive development namely formal operational thought, social cognition and decision-making are detailed below.

Formal Operational Thought:

Formal operational thought is more abstract than a child’s thinking. Adolescents are no longer limited to actual concrete experience as the anchor of thought. Adolescents who reach this level of development can think in a complex way about themselves and other people. Besides being critical and analytical towards themselves and others, including their parents, they are capable of imagining what might and could be, with the result that they often question the instructions and convictions of adults. Adolescent’s ability to contemplate themselves is important for the development of their self-concept and sense of identity.

Caution must however be exercised when working with adolescents as opportunity, training, environmental stimulation and encouragement have all been found to influence the development

and attainment of formal operational thought (Herbert, 1999). Hence no assumptions should be made about their cognitive ability, as critics of Piaget's theory have indicated that although this phase is seen as a culmination of intellectual development and central to adolescence, it is not attained by all adolescents (Gouws et al., 2000).

On the other hand creating opportunities for adolescents to develop logical thinking and rationality is highly recommended as it is considered an important requirement for adjusting to life demands. It is also a vital criterion for mental health (Herbert, 1999).

Social Cognition:

Adolescent thought is egocentric. Elkind (1967, 1978) believes that adolescent egocentrism has two parts:

1. An imaginary audience: the adolescents' belief that others are as preoccupied with him/her as he/she is with him/herself.
2. The personal fable: refers to the part of the adolescent egocentrism involving an adolescents' sense of uniqueness. This makes them feel that no one else can understand them.

It has been hypothesized that the entry of adolescents into new social environments requires a greater protection of self and that this could lead to an increase in egocentrism (Louw et al., 1998).

Finally, although adolescents are capable of conceptualising and imagining the thoughts of others, they often fail to differentiate between what is of importance to them and what is of interest to others when doing so (Elkind 1967, 1978; Elkind & Bowen, 1979).

Decision-making and Critical Thinking:

Adolescence is a time of increased decision-making and also an important juncture in the development of critical thinking. Adolescence is a time when individuals make decisions about their future. Younger adolescents are more likely than children to generate options, to examine a situation from different perspectives, to anticipate the consequences of decisions and to consider the credibility of sources. This ability to make decisions does not however guarantee that such decisions will be made in everyday life, where experience often comes into play. Therefore adolescents need more opportunities to practise and discuss realistic decision-making. Critical thinking is closely related to the ability to make competent decisions. Although the definitions of critical thinking vary, they have in common the notions of grasping the deeper meanings of problems, of keeping an open mind about different approaches and perspectives and of deciding for oneself what to believe or do (Santrock, 1992). During adolescence, career choice and preparation

for a career form one of the most important tasks. This task contributes towards defining an identity and is the first step towards fulfilling an adult role. Career choice is a difficult task and involves self-exploration, with the successful resolution largely depending on the adolescents' efficacy in decision-making and critical thinking.

Social Development:

It is important to remember that all aspects of adolescent development, that is physical, sexual, cognitive, social and moral, occurs within a social context that could either hamper or promote development. During adolescence, this social context is formed by, amongst others, parents and peers.

The Parent-Adolescent Relationship:

In recent years a more balanced view of this relationship has been emphasised with the disengagement from parents and the generation gap being seen as less significant (Gouws et al., 2000; Louw et al., 1998). Conflicts between parents and their adolescents are being viewed as a normal facet of development, while the significance of attachment bonds between parents and adolescents and the support system that parents provide to adolescents, as they enter a wider and more complex social environment, is being emphasised (Gouws et al., 2000; Kaplan, 1998; Santrock, 1992). The following quotation "It has been said that there are two lasting bequests that we can give our offspring, one is roots, the other wings" attesting to this (Santrock, 1992). Much of the conflict between parents and the adolescent can be related to the adolescent's increasing need for autonomy. Parents should however regard this need for autonomy as a necessary developmental task, and not as a rejection of parental authority.

In the process of becoming independent, adolescents strive to achieve the following:

- Cognitive autonomy: making decisions and assuming responsibility for these choices,
- Behavioural autonomy: making choices regarding friendships, leisure time and finances,
- Emotional autonomy: being self-reliant and independent of their parents and being able to exert self-control,
- Moral and value autonomy: forming their own value system that could serve as a guideline for their own behaviour (Louw et al., 1998).

Peer Group Relationships:

Adolescents have an intense desire to belong, and hence their social development is characterised by an increasing interest in and involvement with their peer group. Friends and the peer group

provide interpersonal contact beyond family relationships and play an important role in the adolescent's psychosocial development (Newman & Newman, 1987). Peer conformity increases during adolescence and adolescents rely on their friends for a sense of self worth. Many adolescents feel anxious and insecure about themselves, they lack secure identities and they gain strength from their friends (Gouws et al., 2000; Louw, et al., 1998; Santrock 1992).

Another reason for the intensified interest in friendships may be the higher level to which adolescents' cognitive development advances. They are more capable of verbalising feelings and thoughts; they can see the viewpoints of others and display increasing empathy with others' feelings and opinions. In addition the intimacy and trust of friendships support the adolescent as they become more independent of their parents (Craig, 1996; Gouws et al., 2000).

Unfortunately, not all adolescents are accepted by their peer group. Adolescents who are tolerant, sympathetic, cheerful, flexible, energetic and enthusiastic tend to be accepted. Unpopular adolescents however are often emotionally disrupted, preoccupied with themselves and have a negative self-concept and because of the rejection of the peer group, their isolation increases and their self-confidence diminishes further. An inability to form good peer group relationships is often associated with scholastic and behavioural problems. Given that most adolescents judge their value in terms of others' reactions to them and are dependent on their peers approval, support and acceptance for healthy psychological development; intervening in a manner that works with and alters faulty attributions would be valuable (Louw et al., 1998).

Friendships:

Adolescents develop a greater need for intimacy and self-disclosure. This means that adolescents' friendships are increasingly based on emotional attachment, trust, understanding and sincere interest in one another, they also share feelings and thoughts with one another. Adolescent friendships have the following advantages: close friendships help adolescents to cope with stressors of adolescence for example physical development, school life, changes in interactional patterns with parents and heterosexual relationships. Close friendships counteract loneliness and isolation and contribute towards the adolescents' self-concept development. Self-disclosure and honest communication between close friends provides opportunities not only to get to know themselves better, but also to be sensitive towards others and to form strong emotional bonds. These skills play a role in their identity development (Kaplan, 1998).

Identity Formation:

Identity refers to the individuals' firm and coherent sense of who they are, where they are heading and where they fit into society. A great degree of identity development occurs during adolescence and this is because of the profound physical, sexual, cognitive, social and moral development. These developments may cause changes that threaten the adolescents' sense of wholeness and security of who they are, and hence the integration of these developments is an important developmental task of adolescence (Gouws et al., 2000; Santrock 1992; Sigelman & Shaffer, 1995). Although Erickson's psychosocial theory of development has been used extensively and his referral to an identity crisis widely used, theorists today believe that an identity exploration is a more apt term to use when viewing this developmental period (Louw et al., 1998).

During adolescence, the adolescent experiments with a variety of identities, endlessly examines the self, as well as occupations, ideologies, fantasies about roles and indulges in identifications with other persons. Marcia (1980) refers to this period of questioning as the 'crisis'. Once the adolescent has been through this period and resolved the questions that arose, they are said to have achieved a 'commitment'. Within this context, 'commitment' refers to the adolescents' demonstration of personal involvement in the areas of occupational choice, religion and political ideology.

Roazen (1976) lists the characteristics of an individual who has successfully resolved the identity crisis/exploration. These include:

- Tolerance towards the self and other people,
- The ability to make decisions and complete tasks,
- The courage to be alone and independent,
- A future perspective and the ability to cope with new realities and conflicts, and
- The ability to be fully human.

Emotional Development:

Emotional development refers to the development of attachment, trust, security, love and affection, as well as a variety of emotions, feelings and temperaments. Emotions are important for several reasons; one's emotional state affects one's physical well-being and health and emotions affect our behaviour in our relationships with others. How we feel partially controls how we act. Emotions may therefore have either a negative or positive affect on behaviour. Emotions can be sources of pleasure, enjoyment and satisfaction (Gouws et al., 2000).

The heightened emotionality and emotional lability that characterises the adolescent years are attributed to a variety of physical and cognitive factors. Adolescence is characterised by rapid physical growth and the development of sexual maturity. For adolescents the acceptance of their changed physical appearance is an important developmental task. This acceptance is, however, not always easy as the physical development is asynchronous leaving the adolescent feeling clumsy, awkward and unattractive. Given the emphasis of physical attractiveness, by both the media and the peer group, the adolescent may struggle at times with a low self-esteem, poor body concept and related emotional problems (Newman & Newman, 1997).

The excessively high standards of maturity expected of the adolescent by society and unrealistic aspirations that lead to feelings of inadequacy also lead to heightened emotionality. Demands by social institutions, peer group pressure and relations with the opposite sex as well as problems in school and awareness of the critical significance of schooling and academic progress, are also important stress factors.

Characteristics of the emotionally mature adolescent are the ability to:

- Refrain from emotional outbursts in front of others,
- Evaluate a situation critically before reacting to it,
- Understand and empathise with others' emotions and to accept, understand and share their feelings, and to
- Be open and sensitive to their own experiences.

Having reviewed the developmental tasks, the successful resolution of which leads to mental health, a summary of the most prevalent social, emotional and behavioural problems of adolescence will follow. Given the cognitive theoretical basis of Programme Achieve (Bernard, 2001a), the cognitive characteristics underlying these problems will be highlighted.

3. SOCIAL, EMOTIONAL AND BEHAVIOURAL PROBLEMS OF ADOLESCENCE

For many decades adolescence and adolescent mental health has been under-researched with many professionals supporting the opinion that adolescents would 'out grow their problems'. Over the last two decades however, adolescence has begun to claim recognition as a developmental phase in its own right, as highlighted in the previous section. The growing interest and concern for these young people seems to have gone hand in hand with the internationally acclaimed increase in the prevalence of personal and environmental risk factors facing adolescents today. This in turn places the contemporary adolescent at a higher risk for adverse mental and physical health than in previous years. Detailed below is a summary of the most prevalent social, emotional and behavioural problems that occur during the adolescent years.

Anxiety:

Although all children experience fear, anxiety, or shyness as a normal part of growing up, there are a percentage who find their anxiety excessive and debilitating. Anxiety disorders are said to be one of the most common mental health problems in children and adolescents. Anxiety in moderation is known to help children and adults alike, to think and act more effectively. In this sense anxiety can be a highly adaptive emotion that prepares children, both physically and psychologically, for coping with people, objects, or events that could be dangerous to their safety or well-being. On the other hand, excessive, uncontrollable anxiety can have unfortunate consequences. For example an adolescent may have many difficulties making friends as they feel so nervous, sick or worried about how they come across in social situations that they are unable to interact (Weiner, 1992).

The symptoms of anxiety are expressed through three interrelated response systems, the physical, the cognitive and the behavioural system. Within the cognitive system self-deprecatory and self-critical thoughts, difficulty concentrating and thoughts of incompetence and inadequacy are common. In addition a variety of cognitive errors and biases have been identified in children with anxiety disorders. Anxious adolescents are more likely to interpret ambiguous social situations with adults and peers as threatening. These adolescents have an internal dialogue that is more negative, but not necessarily less positive than that of other young people and may experience fears regarding school and social situations, which may in turn lead to the refusal to attend school and social withdrawal (Bell-Dolan, 1995; Herbert, 1999; Mash & Wolfe, 1999).

Cognitive behavioural therapies have been successful in teaching children and adolescents to understand how their thinking contributes to their anxiety symptoms and how to modify their maladaptive thoughts (Kearney & Wadiak, 1999; Mash & Wolfe, 1999).

Depression:

Depression generally refers to a pervasive unhappy mood. Adolescents who suffer from depression are unable to shake their sadness and it begins to interfere with their daily routines, social relationships, school performance and overall functioning. Depression affects adolescents in a number of areas of functioning, including mood, behaviour, changes in attitude, thinking and physical condition. These adolescents may display moods of guilt, shame, and over sensitivity to criticism. They may also seem restless and agitated and resort to using drugs or alcohol as a way to feel better. They may experience feelings of worthlessness and low self-esteem and often see themselves as inadequate and believe others see them this way. Adolescents with depression are often preoccupied with their inner thoughts and tensions; they have a self-focus and may feel extremely self-critical and self-conscious. A significant number of young people display lasting depressed mood in the face of real or perceived distress and show other symptoms of disturbances in their thinking, physical functioning and social behaviour. Low self-esteem is the symptom that is most specifically related to depression in adolescents. Differences amongst young peoples' level of self-esteem are related to two principal factors: their experience of support from others and their sense of self-competence in areas that are important to them (Mash & Wolfe, 1999).

One developmental model of self-esteem and depression hypothesises that young people seek and receive feedback from others about their competence or incompetence in various areas of functioning; academic, social relations, behaviour, sport and physical appearance (Weiner, 1992). Their self-perceptions are then constructed from this feedback and the outcome may be either a positive or negative self-view, leading to optimism or pessimism, hopelessness and possibly depression. Young people with depression may experience a broad range of social difficulties; they may have few close relationships, feel lonely, isolated and that others do not like them. The combination of social withdrawal and a low rate of social interaction, which results in negative reactions from others, can interfere with adolescents' social development. These young people may fail to experience the social exchanges that lead to healthy social skills and the effective management of social relationships and situations (Mash & Wolfe, 1999; Weiner, 1992).

From a cognitive perspective, depression can be understood by looking at the relation between negative thinking and mood. The underlying assumption is that how young people view themselves and their world will influence their feelings and behaviour. The cognitive model of Aaron Beck (1989) proposes that depressed individuals make negative interpretations about life events because they use biased and negative beliefs as interpretative filters for understanding these events. These people have negative automatic thoughts and an attentional bias to negative events. In addition these young people may have a negative outlook in three areas, referred to as the cognitive triad: they may see themselves as worthless or inadequate, the world as mean or unfair and the future as hopeless.

According to Seligman (1975) learned helplessness, is another way of understanding adolescent depression. This concept posits that when people cannot influence events in their lives, it is that very experience or expectation that produces depression. Hence, young people who feel trapped by their circumstances, for example negative peer pressure, and feel hopeless in the face of it, may in turn suffer from a depressed mood.

Lastly, evidence indicates that many young people who are highly self-critical tend to be anxious, insecure, depressed and cynical, sometimes lapsing into feelings of despair. It seems paradoxical that the high standards that many pre-adolescents and adolescents set themselves also create problems for them (Herbert, 1999).

Suicide:

Suicidal behaviour among children and adolescents begins in puberty and increases in prevalence, reaching its highest levels in the late teens. Attempted suicide is very much a late adolescent phenomenon, the peak being among 15-19 year olds (Herbert, 1999).

Although a complete discussion of the types, stages and risk factors associated with adolescent suicidal behaviour is beyond the scope of this paper, it is important to acknowledge and highlight the core factors as listed below.

Many adolescents are unable to clearly articulate their experiences in words because they do not have mature language skills or their environment has not taught them to use a “feeling-oriented” vocabulary. Suicide may hence be considered a symptom, the manifestation of a number of underlying problems that the adolescent was not able to articulate. In addition, it is important to note that for many adolescents suicidal behaviour is an attempt to solve the problem of having no control in their life (Sheras, 1992).

It has been noted that suicidal young people often manifest a high rate of intrusive thoughts, including selective rumination about past negative events, and thoughts about the hopelessness of the future and their helplessness in the face of their perceived dilemma (Seligman, 1975).

Drug and Alcohol Abuse:

The nature of adolescent substance use and abuse needs to be viewed within the context of the pubertal changes of physical and emotional development (Razdik, Freeman, & MacKenzie, 1999).

For some adolescents, managing the difficult stressors of moving into adulthood, with the necessary abandonment of childhood, is through the use of drugs and alcohol. Consequently the initiation into substance use may be a result of many complex and inter-relating events, including normal development stressors, dysfunctional family relations, lack of economic or emotional support, intrafamilial substance use, or psychiatric conditions (Razdik et al., 1999).

Young people tend to use drugs for one of four reasons:

1. The use of drugs can be a method of experimenting with life;
2. Drug use can be a concrete way of rebelling against a parental value system;
3. Using drugs can enhance an already intense identification with the peer group; or
4. Many adolescents are emotionally distressed and drug and alcohol use provides a self-medication for anxiety and depression (Brown, Mott, & Stewart, 1992).

Drug abuse has been associated with an adolescent placing greater value on independence than on academic achievement, lesser religiosity, greater tolerance of deviance, less compatibility between parents and friends, greater models and support for problem behaviour and a greater influence of friends relative to parents (Jessor, Chase, Donovan, cited in Morojele, 1997). Rebelliousness, low self-esteem, a poor sense of psychological well-being as well as low academic aspirations are among the characteristics commonly found in adolescent drug users.

Family functioning, including a lack of closeness, support and affection together with parental-adolescent conflict and lack of family cohesiveness, together with psychosocial stress have been identified as associated risk factors. The personal risk factors include characteristics such as high sensation seekers, low self-esteem, low impulse control and nonconventionality (Brown et al., 1992). Alcohol and drug abusing adolescents commonly display symptoms of depression, including suicidal ideation, anxiety and anger.

With over 50% of the Cape Town Drug Counselling Centre's clients noting that they started taking drugs before the age of thirteen and the figure of approximately R22 000 000 being spent on cigarettes, alcohol, cannabis and Mandrax, by Grade 11 students in Cape Town alone, drug and

alcohol use and abuse can be identified as one of the most significant problems facing many young people today (P. Coetzee, personal communication, November 19, 2001).

Parent-Adolescent Conflict:

Studies indicate that the parent-adolescent relationship does undergo significant changes and reorganisation during adolescence (Louw et al., 1998). These changes are characterised mainly by the questioning of parental values, rules and regulations, with the predominating conflicts and disagreements centering on differences regarding home responsibilities, telephone usage and the selection of clothing. In many instances, parents are known to react to these sudden changes by becoming more controlling, which may further heighten conflict. This continuous resistance to parental authority causes parents to attribute negative personal qualities to the adolescents (Gouws et al., 2000; Louw et al., 1998; Santrock, 1992).

To separate from the parents in a healthy manner, the adolescent must develop a support system apart from the family, usually with the peer group. On the other hand, no peer support may result in a difficult separation, whereas too much may lead to a greater dependence on peer acceptance and may develop undesirable behaviour patterns merely to win approval. Difficult communication with parents may also lead the adolescent to be silent and over-identify with peers.

School Difficulties and Under-achievement:

Many adolescents experience poor academic performance as they experience severe stress within school and find the transition from primary school to senior school difficult due to increased academic competition and heightened social awareness. In addition, parents often place great demands on adolescents for above average grades as tertiary education becomes a real issue and conflict often arises if the young person seems unmotivated and preoccupied with social issues. It is rare to identify academic failure in isolation from a range of other problems, particularly disruptive activities in the school setting and/or disturbance in relationships between the adolescent and other members of the family. Children and adolescents with specific difficulties in learning may manifest a variety of emotional and conduct problems, ranging from aggressive and disruptive behaviour, to anxiety, poor motivation and low self-esteem (Herbert, 1999). There is also evidence that many such children and adolescents fail to develop appropriate social and emotional skills (Bernard, 2000a; Bernard & DiGuseppe, 1990)

Adolescent Sexuality:

The normative values of society are undergoing constant change, with the social fabric being heterogeneous and values fluid and relative. The onus thus rests on the individual to direct his or her behaviour in accordance with values of his or her choice. This responsibility can create problems for adolescents as they are confronted by a bewildering variety of values with few guidelines or rules to help them decide which of these to accept and which to reject (Gouws et al., 2000).

High-risk sexual behaviour is prevalent during adolescence and makes young people vulnerable to HIV/Aids, other sexually transmitted diseases and unplanned pregnancies. In a recent study conducted by Vandule, Maforah, Jewkes and Jordaan (2001), figures clearly indicate that STD's and HIV are important risks within the Cape Town adolescent sexual network. The challenge facing professionals being how to change sexual activities as risks alone are insufficient to change individual behaviour, certainly among those who were interviewed. One hypothesis is that adolescents possess irrational beliefs regarding their own invulnerability, which often makes it challenging to discuss these issues with them.

Antisocial Behaviour and Conduct Problems:

According to McMahan and Estes the terms antisocial behaviour and conduct problems refer to "age inappropriate actions and attitudes that violate family expectations, societal norms and the personal or property rights of others" (Mash & Wolfe, 1999, p.185). Young people with conduct problems display a wide range of rule-violating behaviours, from whining, swearing and temper tantrums to severe vandalism, theft and assault. Kazdin has found that the prevalence of self-reported antisocial acts by young people is surprisingly high, with approximately one third to one half admitting to theft, property destruction, assault, or other antisocial acts such as substance abuse and vandalism (Mash & Wolfe, 1999). Antisocial behaviour in non-problem children and youth appears and then declines during the course of development.

From a psychological perspective conduct problems are placed along a statistically derived dimension called an externalising pattern of behaviour. In the opinion of Achenbach this dimension includes a mix of impulsive, overactive, aggressive and delinquent actions (Mash & Wolfe, 1999). Within this dimension, two independent but related sub-dimensions exist, namely 'delinquent' and 'aggressive'. Examples of delinquent characteristics include; running away from home, setting fires, stealing at home and elsewhere, skipping school, using alcohol and drugs and committing acts of vandalism. Behaviour characteristics of the aggressive sub dimension however, include destroying one's own or others property/possessions, disobeying at school or at home, fighting, showing off, being defiant, threatening others, and being disruptive at school.

The causes of antisocial behaviour and conduct problems are varied and include:

- Sociological factors such as low socio-economic status, affluence and hedonism, violence in certain cultures and the media, peer group involvement and influences and school performance. In particular, delinquency at school is associated with lack of classroom success, classroom misconduct, disliking school, an inability to adjust to the school programme, negative influence of peers and the inability to get along with teachers (Gouws et al., 2000; Louw et al., 1998).
- Family environment factors such as high levels of parental conflict (Gouws et al., 2000; Louw et al., 1998).
- Psychological factors e.g., influences of interpersonal relationships and personality components, lack of closeness, low self-esteem and poor self images and refusal to accept responsibility for their actions (Gouws et al., 2000; Louw et al., 1998).

Aggressive young people tend to misperceive social cues, attribute hostile intent to others, be hypervigilant in scanning the environment for hostile cues and have a deficit in social problem-solving processes, such as generating alternative solutions, means-end thinking, and anticipating consequences.

Eating Disorders:

The two major eating disorders of adolescence are anorexia nervosa and bulimia nervosa. A person with anorexia nervosa refuses to maintain even a minimally normal body weight. The disorder emerges primarily among young adolescent girls and is often marked by an obsession with food and a drive for thinness that the person loses sight of what is healthy. Bulimia nervosa is characterised by binge eating, followed by an effort to compensate, usually through self-induced vomiting, but sometimes by misusing laxatives, diuretics and other medication, by fasting or exercising excessively.

Because the peer group culture emphasises physical attributes for social and sexual attractiveness, any perceived abnormality can lead to embarrassment, self-concept problems and potential behaviour disorders or substance abuse in adolescents. Most adolescents scrutinise their attitudes and feelings about their developing body and focus on the discrepancy between ideal and actual body characteristics (Rekers, 1992).

A cognitive behavioural treatment model, designed by Garner (cited in Herbert, 1999), focuses on modifying the faulty thinking patterns these adolescents may have regarding body weight, food and eating together with its effects. These methods emphasised teaching adolescents to examine the validity of their beliefs on a here-and-now basis. In addition, a variety of cognitive behavioural techniques have also been used to enhance self-esteem.

In summary, given the increasing number, at a decreasing age, of adolescents engaging in risk-behaviour activities and the range of poor mental health conditions that young people may experience, together with the continuity of many aspects of dysfunction over the life span, the significance and need for preventive interventions within schools are apparent.

With the previous two chapters as a context, a school-based prevention programme, namely Programme Achieve (Bernard, 2001a) will now be discussed and reviewed as a possible tool to facilitate the development of positive mental health among adolescents.

4. YOU CAN DO IT! EDUCATION

As a set of school-based curricula integrated primary and secondary prevention programmes, You Can Do It! (YCDI) Education (Bernard, 2001d) seeks to help children and adolescents achieve to the best of their ability and to develop social and emotional well-being. The goal of YCDI Education is to teach children the attitudes and skills that Bernard (2001a) believes are the foundations for academic achievement and social and emotional well-being. By teaching the four foundations – confidence, persistence, organisation and getting along – YCDI Education purports to prepare children and adolescents for the successful transition from school to work, as well as to further education and adult life in general. YCDI Education is somewhat unique in its incorporation of the dimensions of academic achievement and emotional well-being into its theory and practise (Bernard, 2001a).

Theoretical Basis of Programme Achieve (Bernard, 2001a): A programme designed to improve academic achievement and social and emotional well-being of young people.

The background of Programme Achieve's (Bernard, 2001a) curriculum includes a number of different areas of research and theory including Bloom's theory of school learning; Ellis' rational-emotive behaviour therapy, cognitive-behavioural and social learning research that examines the cognitive characteristics of young people associated with motivation, achievement and mental health. In addition research and theory dealing with academic procrastination are also taken into account.

Bloom's Theory of School Learning:

According to Bernard (2001a) extensive research formed the basis of Benjamin Bloom's theory of school learning. He noted that there are three interdependent variables that determine the type and level of learning that takes place in the classroom. (See Appendix A for a representative diagram). Although Bloom recognises the impact of quality instruction on both the rate of learning and emotional well-being, as well as the subject contents relevancy, he also identifies the learners' cognitive entry behaviours as a critical factor. Within this category he includes not only specific knowledge and skills required but also more general cognitive skills and abilities such as reading comprehension abilities, vocabulary development, mathematical reasoning abilities, and cognitive style. Bloom also indicates that 'affective entry characteristics', which can also be called 'attitudinal-affective-motivational characteristics' have a strong influence over learning outcomes. In this category Bloom includes such qualities as a student's attitude towards school, a student's attitude towards specific school subjects and a student's academic self-concept. This category of

variables determines the extent to which the student is, or can be, motivated to engage in the learning process.

Rational-Emotive Behaviour Therapy (REBT):

According to Albert Ellis (1958) all people are born with two instinctive biological tendencies that dramatically influence their achievement and emotional well-being: rational (self actualising) and irrational (self defeating). In response to this finding, REBT was developed to help people overcome their irrational ways of thinking so that they may overcome their emotional problems and fully develop their innate potential. A vast body of literature indicates that not only can children and adolescents learn the basics of how to think rationally, but that when they are taught to think rationally, dramatic improvements are seen across a variety of measures of adjustment and mental health (Bernard, 1990; Bernard, 2001a; Bernard & Cronan, 1999; Bernard & DiGuiseppe, 1990; Bernard & Joyce, 1984, 1991; Knaus, 1986).

Programme Achieve (Bernard, 2001a) focuses on two main aspects of Ellis' work. The first aspect is his ABC model of emotion; how ones' thinking about an event influences ones' feeling and behaviour in response to that event. The second aspect, namely rational-emotive education, are the psychoeducational methods which aim to help people of all ages identify their irrational thinking, understand the reasons why certain patterns of thinking are irrational, and to change irrational thinking to rational thinking.

Using these methods children and adolescents come to understand the link between what happened, what they thought and subsequently how they felt and behaved. They learn how the type and degree of feeling and behaviour, in the face of an adverse event, has much to do with the way they think about what happens.

In addition children and adolescents can be taught how to change their irrational thinking to rational thinking via a process called 'disputation'.

According to Bernard (2001a), children as young as eight years old can be taught to question their thinking to see if it meets the criteria of irrational thinking by using the following scale:

1. Not true/not based on evidence
2. Not sensible/not logical
3. Not helpful, does not lead to achievement of goals

Once children begin to understand that aspects of their thinking can be irrational they can then be shown how to change their thinking so it is rational: true, based on evidence, sensible/logical and helpful.

Research indicates that teaching young people rational beliefs and rational thinking skills, including how to recognise and dispute irrational thinking, has a positive impact on young people's mental health (Bernard & DiGiuseppe, 1990; Kachman & Mazer, 1990).

The Psychological characteristics of Adolescents and Children:

The lessons and activities in Programme Achieve (Bernard, 2001a) are based on research that derives from a number of cognitive-behavioural and social learning theoretical perspectives that have all identified specific and sometimes overlapping psychological characteristics of children and adolescents that contribute to achievement and emotional well-being. Detailed below are the specific psychological characteristics of children and adolescents that are addressed in Programme Achieve (Bernard, 2001a).

Irrational beliefs:

Extensive research has identified a range of irrational beliefs of children and adolescents associated with under-achievement, poor motivation and poor mental health (Bernard & Cronan, 1999; Bernard & Joyce, 1984). Examples of the irrational belief patterns held by children and adolescents as researched by Bernard and Cronan (1999) are listed in Appendix B.

Bard and Fisher, e.g., (cited in Bernard, 2001a) identified five irrational beliefs of adolescents that underpin academic under-achievement:

1. Everything will turn out O.K. whether I work or not.
2. Everything should be entertaining and/or enjoyable with no unpleasantness whatsoever.
3. To do well in school would betray the relationships I have with my friends.
4. It is demeaning, dishonourable, and destructive of my personal integrity to cooperate with authority in any way.
5. Nothing I do at school will ever benefit me.

Bernard and Cronan (1999) revised the Child and Adolescent Scale of Irrationality which measures four dimensions of irrational thinking in children and adolescents that are all associated with different aspects of poor social-emotional health, e.g., anger, low self-esteem, anxiety, low effort on school work and behaviour problems. Ellis (cited in Walen, DiGiuseppe, & Dryden, 1992) has also identified a range of irrational beliefs associated with emotional well-being, including self acceptance, high frustration tolerance, and other-acceptance.

Locus of Control:

Locus of control refers to the degree to which individuals perceive they have control over their environment (Rotter, 1966). Individuals differ in their perception of their degree of control. The varying perceptions can be placed on a continuum from those who perceive that the outcome of their behaviour is the consequence of their actions (internal locus of control), to those who perceive the outcome of their behaviour as being due to fate, luck, or other powerful people (external locus of control). According to studies reviewed by Bernard (2001a) an internal locus of control has been found to be positively associated with self-esteem and academic achievement.

Attributions for Success and Failure:

Attribution theory (Rotter, 1966; Weiner, 1979) focuses on peoples' beliefs concerning the causes of events in their lives. For example a scholar's tendency to attribute their performance to internal (e.g., effort or ability) or external (e.g., task difficulty or luck) factors can strongly influence their expectations of success or failure. In addition, their self-esteem, feelings of power or helplessness and achievement motivation may also be affected. Two important attribution beliefs taught in YCDI Education are the importance of effort in success and the cause-effect relationship between effort and achievement. Children who give up on their schoolwork often attribute their success to luck or ease of task while attributing their failures to themselves (Bernard, 2001a).

Learned Helplessness, Pessimism and Optimism:

Seligman (1975) describes learned helplessness as a disturbance in motivation, cognition and emotion that results from previous learning experiences where the individual perceived a random relationship between their actions and the outcomes of their actions.

According to Dweck (1975), child and adolescent under-achievers often attribute their successes either to the internal cause of hard work or to external causes such as luck or the easiness of task. These young people do not experience the pride or self-esteem that come from viewing oneself as highly capable. Their failures are however often attributed to an internal and stable cause, that being a lack of ability. In addition, these children and adolescents often have a pessimistic explanatory style, expecting negative events to occur consistently over time. They also believe that they have little or no control over what might occur in the future. Dweck (1975) describes children and adolescents with this attributional style as having learned helplessness.

In 1995, Seligman (cited in Bernard, 2001a) investigated how changing student's explanatory style could prevent depression and under achievement in 140 fifth and sixth grade students who were identified as "at risk" for depression. Using an intervention based on the cognitive therapies of Beck and Ellis that targeted changes in student's beliefs, significant improvements were observed in

depression and achievement. In addition these same children showed a higher rate of optimistic thinking.

Internal motivation:

Internal motivation exists when students' desire to work on a task is motivated out of pleasure associated with performing the task. This type of motivation is different than external motivation which exists when students perform a task because of the reward they receive after they have accomplished it. According to Bernard (2001a), research indicates that students' internal motivation is not constant and varies across subjects. They rely on external motivation for some subjects.

Research summarised by Spaulding (cited in Bernard, 2001a) indicates that the attitudes that exist in internally motivated students are:

- The harder I try, the better my success.
- I can influence, through my own actions, the degree of my success.
- I have the ability to be successful at this task.
- The harder I try, the smarter I get.

In addition research (cited in Bernard, 2001a) indicates that there are two essential conditions that enable young people to develop these attitudes:

- Students perceive they have influence over the way they learn, and
- Students perceive themselves as likely to experience success in what they do.

Self-Efficacy Beliefs:

Bandura (1997) described self-efficacy as a construct that refers to an individual's belief regarding his/her ability to act. In addition, he noted that a person's efficacy beliefs affect thought patterns that could enhance or undermine performance (Bandura, 1997). An adolescent's sense of self-efficacy may vary from subject to subject, or from activity to activity and hence is not a global personality trait. Based on research cited in Bernard (2001a) it can be noted that students with higher self-efficacy in a given domain tend to be more persistent and confident than those with lower self-efficacy in the same subject. According to Schunk and Ertmer, interventions designed to enhance different aspects of student self-efficacy have shown a variety of positive benefits (Bernard, 2001a).

Goal Setting:

Goal setting has been theorised to be critical to motivation and to self-regulatory activities. According to research conducted by Schunk (Bernard, 2001a) students who set goals tend to;

1. Make commitments and work towards desirable outcomes,

2. Initiate effort on activities leading to goal attainment, and
3. Strengthen their self-efficacy by learning how to monitor their learning progress.

Researchers have found that students who set goals that are specific, proximal and moderately challenging have higher self-efficacy and achievement goals. In addition, students with high self-efficacy set challenging goals, tend to take risks, and persevere on difficult tasks (Bernard, 2001a).

Interpersonal Cognitive Problem-Solving Strategies:

Since the early 1970's, Shure, Spivack and Platt have investigated the cognitive-behavioural strategies that children and adolescents use to solve interpersonal problems and that appear to be absent in those with interpersonal difficulties (Bernard, 2001a).

As a result of this work, five cognitive skills, or types of thinking have been identified as necessary for effective interpersonal problem-solving:

1. *Sensitivity or Perspective Taking* is the awareness that there are difficulties or problems in human interactions and that other people may have different thoughts and feelings from one's own.
2. *Alternative Solution Thinking* is the generation of a variety of possible ways of dealing with a problematic situation. By implication, the greater the number of possible solutions a person can create, the more likely he/she is to come up with the best possible solution.
3. *Means-end Thinking* is the conceptualisation of the step-by-step means needed to reach a specific objective. Knowing a solution is of little help if one cannot devise a way to reach it.
4. *Consequential Thinking* is the way a young person thinks through the likely consequence of each alternative for him/her and other people involved. An alternative way that may initially look compromising, may upon reflection turn out to be undesirable or have uncertain consequences if carried out.
5. *Causal Thinking* is the spontaneous linking of cause and effect. Awareness of connections between events and emotional states may be a prelude to identifying elements of the problem situation and generating solutions. Research indicates that teaching young people cognitive problem-solving skills leads to improvements in their ability to get along.

Academic Procrastination:

Another source of influence that underpins Programme Achieve (Bernard, 2001a) is the theory and research concerning academic procrastination. Initially research in the area of academic procrastination focused on the absence of study skills in procrastinators, while the more recent work

has examined the cognitive and emotional characteristics of high and low academic procrastinators (Bernard, 2001a).

Solomon and Rothblum (cited in Bernard, 2001a) identified two main psychological factors associated with procrastination:

1. Fear of failure, which includes anxiety about meeting others' expectations (evaluation anxiety), concerns about meeting one's own standards (perfectionism), lack of self-confidence, lack of assertion and low self-esteem, and
2. Task aversion, which relates to the unpleasantness of the task and laziness.

In addition, they found that there were two distinct groups of procrastinators. The first is a small homogeneous group who experiences various symptoms surrounding fear of failure. The second group is larger and more heterogeneous; it includes those students who procrastinate due to task aversion.

In another study, Rothblum, Solomon and Murakami (cited in Bernard, 2001a) reported that in comparison with low academic procrastinators, high academic procrastinators experience more anxiety, are more likely to attribute success on exams to external and fleeting circumstances (rather than their own ability and effort), have lower self-efficacy and have less control over their emotional reactions.

Having reviewed this research area Bernard (2001a) identified four psychological characteristics associated with academic procrastination:

1. Anxiety/low self-esteem
2. Low frustration tolerance/inability to delay gratification
3. Time disorganization
4. Hostility

Over the years, a number of techniques such as behavioural self-control, in which students are taught to set goals, monitor their achievement and administer rewards and punishment, have shown to assist academic procrastinators. In addition, cognitive restructuring has also been used to assist students in managing their anxiety (Bernard, 2001a).

Having reviewed the theoretical basis of Programme Achieve (Bernard, 2001a) a detailed overview of the programme, including its methodology and lesson design, will follow in Chapter 5.

5. PROGRAMME ACHIEVE (2nd ed.): AN OVERVIEW

Extensive research (Bernard, 2001a) reveals that the “mindset” that young people bring with them to life’s experiences, will determine how they will achieve and adjust. Further Bernard (2001a) purports that, based on research, young people who are academically successful have psychological characteristics that are distinctive from those young people who are not achieving their potential. These young people have a Positive Mindset for Academic Achievement (Bernard, 2001a), built on four foundations namely, confidence, persistence, organisation and getting along. Additionally, Bernard (2001a) notes that young people who are experiencing emotional and interpersonal difficulties possess a Negative Mindset for Social Emotional Behavioural Development that is distinctive from those with sound emotional-behavioural development. Constituent elements of this negative mindset are eleven negative habits of the mind (HOMs) that predispose a young person to low self-esteem/anxiety, general work avoidance, general disorganisation and rebelliousness/anger, the four Blockers.

The Programme Achieve (Bernard, 2001a) curriculum contains lessons that are specifically designed to develop a positive mindset for academic and other types of achievement and eliminate a negative mindset that blocks normal social-emotional-behavioural development.

Programme Achieve (Bernard, 2001a) is cognitive in that it teaches young people specific Habits of Mind that support and develop their Confidence, Persistence, Organisation and the ability to Get Along. The programme’s cognitive emphasis is also evidenced in the many activities designed to teach young people about their thinking, for example self-talk, how their thinking influences their feelings and behaviours and how to change negative, irrational thoughts to positive, rational thoughts that can help them take responsibility, not only for themselves but for their learning.

Habits of the Mind: The Focus is on the adolescents’ Mindset

You Can Do It! Education focuses on the internal characteristics of young people that determine the extent to which they are achieving their academic potential and experiencing emotional well-being. Programme Achieve (Bernard, 2001a) is designed to explicitly and directly teach important elements of the young person’s mindset that help them achieve to the best of their ability as well as eliminate the negative elements of the young persons mindset that interferes with their social and emotional development.

The characteristics which have been grouped together and called a "Positive Mindset for Academic Achievement" can be summarized as follows: (Quoted from Bernard, 2001a, p. 6).

Table 1

Positive Mindset for Academic Achievement

Confidence means knowing you can do it. It means not being afraid to make mistakes or to try something new. Examples of confident behaviour are raising your hand in class to answer a hard question, doing hard work without asking for help, sharing a new idea with a teacher or the class, or saying "hello" to someone new. Positive HOMs that help develop student confidence include:

- **Accepting Myself (Self-Acceptance)**-not thinking badly about yourself when you make a mistake.
- **Taking Risks (Take Risks)** -thinking that it's good to try something new even though you might not be able to do it.
- **Being Independent (Independence)** -thinking that it's important to try new activities and to speak up even if your classmates think you're silly or stupid.

Persistence means trying hard and not giving up when something feels like it's too difficult or boring. Examples of persistent behaviour are continuing to try even when schoolwork is hard, not being distracted by others, checking work when it's finished to make sure it's correct, and completing assignments on time. Positive HOMs that help develop student persistence include:

- **Believing 'I Can Do It' (Optimism)** -thinking that when your work is hard, you can still do it. It also means not thinking you're not good at anything and never will be when you have difficulty with schoolwork.
- **Giving Effort (Internal Locus of Control for Learning)** -thinking that the harder you try, the more successful you will be as well as knowing that success is not caused by external factors (luck, ease of task) but by internal factors (effort).
- **Working Tough (High Frustration Tolerance)** -thinking that in order to be successful in the long-term, you sometimes have to do things that are not easy or fun in the present.

Organization means setting a goal to do your best in your school work, planning your time so that you are not rushed, having all your supplies ready, and keeping track of your assignments due dates. Examples of organized behaviour include making sure you understand the teacher's instructions before you begin work, having all your school supplies ready at a neat desk, recording your assignments and their due dates, and planning when you're going to do your homework so that you have enough time. Positive HOMs that help develop student organization include:

- **Setting Goals (Goal Setting)** -thinking that setting a goal can help you be more successful at a task.
- **Planning My Time (Time Management)** -thinking about how long it will take you to do your schoolwork and planning enough time to get it done.

Getting Along means working well with classmates, solving problems with classmates without getting too angry, and following the rules of the classroom. Examples of getting along behaviour are being helpful when working in a group, listening and not interrupting when someone else is speaking, talking rather than fighting when someone acts unfairly, and not breaking classroom rules. Positive HOMs that help develop getting along behaviour in students include:

- **Being Tolerant of Others (Tolerance of Others)** -not thinking that when someone is mean to you, acts unfairly or is different that he or she is a totally bad person. It means not liking but accepting that all people are different and make mistakes.
- **Thinking First (Reflective Problem-Solving)** -thinking that when someone treats you badly you need to think about different ways you can react, the consequences of each, and the impact of your actions on how the other person will feel.
- **Playing By the Rules (Tolerance of Limits)** -thinking that by following important school and home rules, you will live in a better world where everyone's rights are protected.

The characteristics which have been grouped together and called a "Negative Mindset for Social and emotional development" can be summarized as follows: (Quoted from Bernard, 2001 a, p.7).

Table 2

Negative Mindset for Social and emotional development

Anxiety/Low Self-Esteem means that you worry a lot about whether other people like you and/or whether you will do as well at your school work as you think you should; you get emotionally upset when others reject (e.g., tease) you or when you do not achieve at the level you think you should (e.g., receive a low grade); you get extremely down when you are rejected and/or not do well on a school assignment; you may delay starting homework saying that you do not know what to do or how to do it (characterizes the 'perfectionist'). Negative Habits of the Mind that lead to low self-esteem/anxiety include:

- **Self-Downing** (Self-Depreciation) -thinking that you are a total failure or useless when you have been rejected or have not achieved a good result.
- **Needing to Be Perfect** (Perfectionism) -thinking that you have to be successful in everything important that you do and that it is horrible when you are not.
- **Needing Approval** (Need for Approval) -thinking that you need people (parents, teachers, peers) to approve of what you do and that when they do not, it is the worst thing in the world.
- **Believing 'I Can't Do It'** (Pessimism) - thinking that when you have not been successful at something that you are no good at anything, that you never will be and that you are a hopeless person.

General Work Avoidance means that you put off doing homework and home chores because they are frustrating, boring or hard; you give up easily after having started something that is difficult or boring to do; you rush to finish your work so that you can do fun things; you spend a lot of time having fun and enjoying yourself even when there is work to be done; you may feel helpless to improve your schoolwork. The two main negative Habits of the Mind are:

- **I Can't Be Bothered** (Low Frustration Tolerance) -thinking that life should always be fun and exciting and that you cannot stand it when things are frustrating or boring.
- **I Am Helpless** (Helplessness) -thinking that you have no control over what happens to you (good or bad) and that there is little point in trying, you will never be successful.

General Disorganization means that you do not have a definite direction for how you use your time; you do not have goals to do well in school or in other areas of your life; you do not keep track of when important things have to be done and the steps you have to take to get them done; you do not ahead of time decide what are the most important things to be doing (e.g., not good at setting priorities).

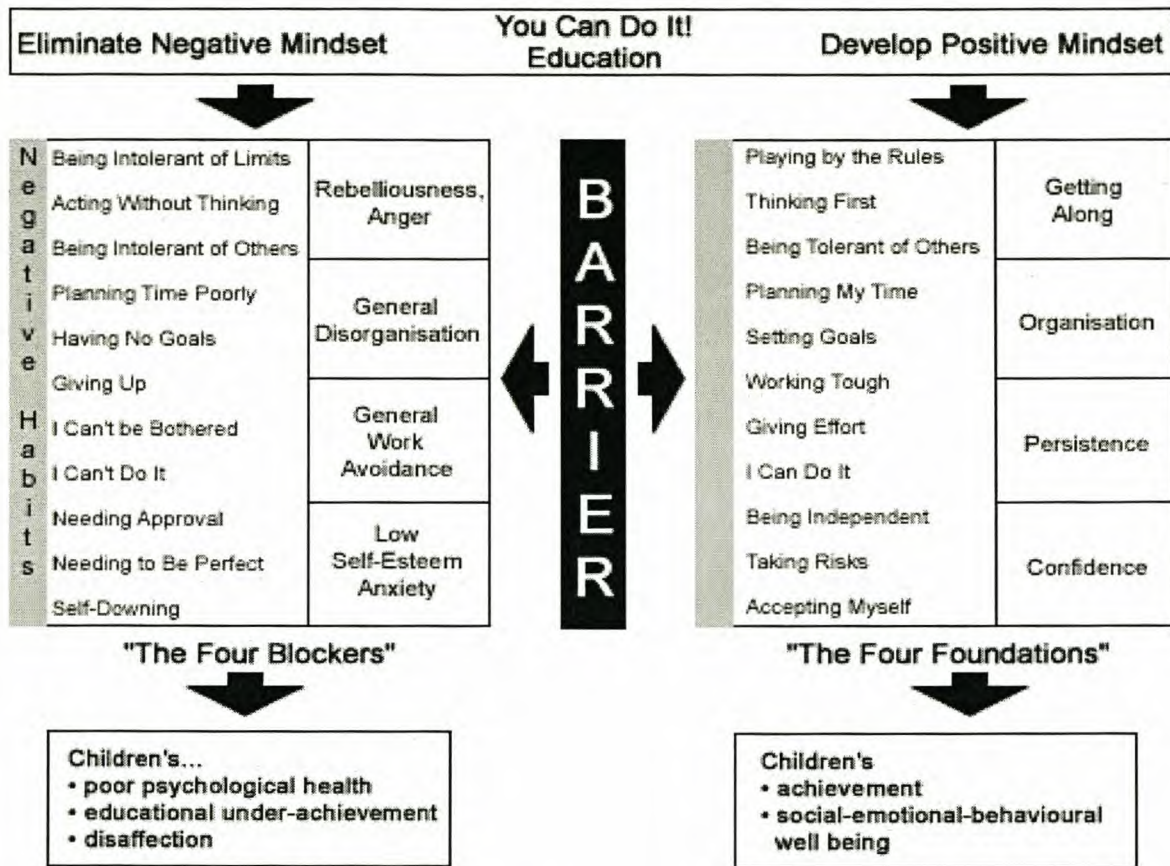
- **No Goal Setting** - thinking that it is pointless to have any goals in life including doing well in school.
- **Poor Time Planning** - thinking that it is pointless to plan your time, that things will somehow get done and when given an assignment thinking "When is the latest I can start?"

Rebellious means that you break important rules at home and school even if property is destroyed or people get hurt; you act defiantly towards people in authority; you lose your temper easily when faced with people who block you from getting what you want.

- **Being Intolerant of Others** -thinking that people should always treat you fairly and considerately and in the way you treat them and when they do not, you cannot stand it and they are totally bad.
- **Acting Without Thinking** (Impulsive Problem-Solving) (this Habit of the Mind can be defined by the absence of reflection about different ways to handle interpersonal conflict, the consequences of different courses of action, and how someone else will feel after you have chosen to act in a certain way) -thinking that if you treat me badly, I have no other choice but to treat you badly.
- **Being Intolerant of Limits** -thinking that you should be able to do what you want, that nobody should be able to tell you what to do, and that you cannot stand having to follow rules.

Diagram 1

A diagrammatic representation and explanation of how Programme Achieve (2nd ed.) works:



(You Can Do It! Education website, <http://www.youcandoiteducation.com>).

The right hand side of Diagram 1 indicates that in order for young people to achieve their full academic, social, emotional and behavioural potential, they need to possess the four Foundations. During the programme children and adolescents are aided to internalise these foundations by learning a number of positive habits of mind (as listed in Table 1).

In the middle of Diagram 1 is a barrier. On the left hand side, there are four Blockers and eleven associated Negative Habits of Mind (as listed in Table 2) that not only prevent young people from acquiring the four foundations, but also lead to children's poor psychological health, educational underachievement and disaffection. Some young people are failing to achieve their potential because of the absence of a Positive Mindset including the four Foundations, while others bring with to their schooling and interpersonal relationships a negative mindset. The YCDI Education programme is unique as it stresses that the four Foundations and the eleven Habits of Mind are to be taught to all young people as key elements of their Positive Mindset. In addition to this, for those young people who not only lack a Positive Mindset, but also bring with them one or more Blockers

that prevent natural social and emotional development from occurring, YCDI Education targets the elimination of the Negative Mindset.

In summary, YCDI Education works at eliminating the Negative Mindset of young people that leads to so many of the problems seen in the youth today, and at developing a Positive Mindset that is essential for young people to be able to reach their full potential, the result of which is young people become emotionally literate, psychologically resilient, and equipped with the four Foundations necessary for them to achieve to their potential in school as well as other endeavours.

Programme Achieve (2nd ed.) Lessons:

The Programme Achieve (Bernard, 2001a) curriculum consists of six volumes, each of them dealing with a different age group. For example Volume One is for Grades One and Two, while Volume Four is designed for Grades Seven and Eight. The curriculum is divided in this manner in order to take into account the increases in cognitive-developmental and language levels of children at different ages. Therefore, the same ideas are introduced across the volumes at increasing levels of abstractness and difficulty. This is an essential element in programme design as it contributes significantly to the efficacy of such interventions (Bernard, 1986; Vera & Reese, 2000; Wilde, 1999).

Prior to beginning the programme, facilitators or teachers are encouraged to request that the adolescents and their parents complete either the Mindset for Academic Achievement and Poor Social-Emotional-Behavioural scales (Bernard, 2001a) or the Habits of Mind Questionnaire (Bernard, 2000b). In addition teachers are requested to fill out 'teacher forms', available for both the scales and the questionnaire. The information obtained from these measurement tools is valuable for two reasons. Firstly it gives a clear indication of the varying levels of competence and need amongst the adolescents and secondly, it assists with identifying those adolescents who may need additional individual or group therapy. Leith and Baumeister found that identifying adolescents who may have existing mental health problems is an important process in prevention work as there are uncertainties as to whether they can benefit from prevention programme participation (Vera & Reese, 2000). According to M.E. Bernard (personal communication, November 10, 2001) Programme Achieve (Bernard, 2001a) does not claim to replace therapy and appropriate referrals should be made for those adolescents who may need it.

The commitment of YCDI Education to the adolescent and his or her environment may be evidenced through the following: YCDI Education programmes, including Programme Achieve

(Bernard, 2001a) have a school-home collaboration focus. Although a discussion of the parent education and school professional development modules is beyond the scope of this paper, these programmes namely, The Compass Programme: A strategy for schools to engage parents in the achievement process (Bernard, 2000c) and Providing all children with the foundations for achievement (Bernard, 2000b) are available. This commitment will contribute positively towards the success of the programme and subsequent development of the adolescent.

The Programme Achieve (Bernard, 2001a) volumes are designed in the following way; Unit 1- Getting started lessons (five lessons), introduces the meanings of key terms and relationships. Getting Started lessons also include teaching students about emotions, how thinking contributes to their emotions, and the difference between positive, rational and negative, irrational thinking. During the introductory lessons students also look at the meaning of success and the reasons they are going to learn all about Programme Achieve (Bernard, 2001a). The later lessons involve students applying the Foundations to their schoolwork and interpersonal relationships. The Four Foundations, Confidence, Persistence, Organisation and Getting Along are thus divided into four units each consisting of six lessons (see Appendix C for a sample lesson).

Programme Achieve (Bernard, 2001a) may be taught by external facilitators, although it lends itself to be implemented and taught by classroom teachers. Research (M.E. Bernard, personal communication, November 5, 2001) indicates that when teachers are involved in teaching adolescents about other facets of life, over and above the academic curriculum, student behaviour towards being in school dramatically changes allowing teachers to help meet the diverse needs of adolescents today.

One of the benefits of Programme Achieve (Bernard, 2001a) is that its focus is not only deficit-oriented. Programme Achieve (Bernard, 2001a) aims to highlight the adolescents' already existing strengths and eliminate or modify any limitations, for example the presence of negative habits of the mind. In addition teachers and facilitators are encouraged to provide 'behaviour-specific feedback' on a regular basis to adolescents who are showing improvement and in this way new behaviour patterns and ways of thinking are continually being reinforced.

Lastly, at the end of each lesson, there is a section called 'homework'. This is an extremely important element of the programme as it calls for each student to learn more about or apply each foundation they are learning. Research (Vera & Reese, 2000) indicates that 'Role-play' is often not sufficient to change adolescents' behaviour and hence practising their new found skills within the

context of their daily lives is essential for positive results. Providing feedback and encouragement to those students who have accomplished their homework successfully should encourage the successful completion of homework on a regular basis.

6. RESEARCH FINDINGS ON YOU CAN DO IT! EDUCATION PROGRAMMES

Since 1993 ten separate studies have been conducted on the effectiveness of You Can Do It! Education including Programme Achieve (2nd ed.).

The effects of the You Can Do It Too! Education programme on 60 grades five and six students attending regular education in an urban, high migrant, low socio-economic status school were studied by Hudson (cited in Bernard, 2001c). In particular the students' level of school achievement, motivation and self-esteem were measured. A pre-test post-test control group design was employed and the sixty subjects were randomly assigned to a YCDI treatment or no-treatment control group. Statistically significant differences, in favour of the YCDI treatment group, were found on standardised measures of reading and maths achievement. The conclusions drawn from the study indicate that students who participated in a programme designed to teach Habits of the Mind associated with achievement and foundations for learning show improvements in achievement relative to students who did not participate.

A study conducted by Bernard (2001c) looked at the differentiation of achievers and under-achievers according to the characteristics of their Mindset for Achievement. One hundred and eighty seven achievers and under-achievers were identified from one elementary school, one middle school and one high school. Students were evaluated by means of teachers completing the Habits of Mind: Teacher Report Form, rating the three achievers and three under-achievers they knew for almost a full school year. The statistically significant findings indicate that for all eleven positive Habits of Mind, the under-achievers rated lower than achievers. This data was claimed as validating the YCDI! Education model that distinguishes achievers from non-achievers in terms of mindset for achievement.

Pina (1996) completed a study that looked at the effects of Programme Achieve on under-achievers' effort on schoolwork and homework performance. Teachers nominated 49 fifth and sixth grade students who had been identified as under-achievers. The students were randomly assigned to a treatment group, receiving Programme Achieve lessons on developing a mindset for achievement, or a no treatment control group. Statistically significant results were obtained for the effects of the programme on overall effort and homework grades. The results indicate that Programme Achieve can positively influence the habits of mind of under-achievers, their effort on their schoolwork and academic achievement in certain classes.

A programme evaluation of Programme Achieve was conducted by Day (cited in Bernard, 2001c) in a high school in California. The teachers nominated 100 students, between the ages of 14 and 16, who were under-achieving to participate in the programme. Results indicated that over 70% of the participating students showed improvements in their classroom grades and attendance. Students also demonstrated improvement in the four foundations for achievement. The results also indicated significantly improved student initiated student-teacher interactions concerning both schoolwork and wider issues.

Another study, conducted by Campbell (cited in Bernard, 2001c) aimed to evaluate the effect infusing You Can Do It! Education into the classroom culture and instruction would have on student characteristics and achievement. You Can Do It! Education was introduced over a school year in one Grade six class. The intervention focused on teaching the four foundations for achievement and emotional well-being and the eleven habits of mind. You Can Do It! Education was the singular and notable intervention in this Grade six class during that year. The results indicate significant increases in achievement, as measured by standardised test scores, relative to baseline predictions for English, Maths and Science. In addition improvements in all four foundations for achievement, confidence, persistence, organisation and getting along were demonstrated.

Brooks (cited in Bernard, 2001c) examined the mindset of achievers and under-achievers in regular and special education classes. One hundred and fifty one middle school students were rated by one of either their regular or special education teachers. The statistically significant findings were that the four habits of mind (self-acceptance, risk taking, independence, optimism) hypothesized to underlie confidence were most strongly correlated with confidence. Two of the three habits of mind (optimism, locus of control for learning) hypothesized to underlie persistence were most strongly correlated with persistence, with high frustration tolerance equally correlated with persistence, getting along and organisation. For the total sample, students rated as achievers demonstrated significantly more positive habits of mind than students rated as under-achievers for the following: optimism, internal locus of control, high frustration tolerance, independence, tolerance of others, goal setting, time management, reflective problem-solving and tolerance of limits. Lastly, for the total sample, students rated as achievers were rated higher than students rated as under-achievers in confidence, persistence, organisation and getting along.

The effects of a You Can Do It! Education programme on achieving and under-achieving middle school students attending an after school homework club were researched by Brown (cited in Bernard, 2001c). A total of thirty-six students were randomly assigned to either the Monday/Wednesday treatment group or the Tuesday/Thursday control group. Fifty percent of the students in each group were designated as either achievers or under-achievers. The results indicate that persistence, organisation and getting along were positively associated with school achievement and all four foundations positively associated with homework performance. Under-achieving students in the YCDI treatment group demonstrated a significant increase in school achievement in comparison with under-achieving students in the control group. There was no impact on achieving students.

Call (1999) evaluated the effects of the Programme Achieve curriculum on under-achieving middle school students' psychological characteristics and achievement. Sixty 13 and 14 year old students were identified by their teachers as under-achievers and randomly assigned to a YCDI treatment group or no treatment control group. The findings indicate that all four foundations showed significant correlations with the overall grade point average. In addition, the results indicate that the students receiving YCDI instruction showed statistically significant improvements in all four foundations and in academic intrinsic motivation relative to students in the control group.

Eddy (cited in Bernard, 2001c) examined the relationship between habits of mind and the achievement/under-achievement among tenth grade students. Eighty grade ten students were rated by their teachers as either under-achievers, achievers or over-achievers. All eighty students' habits of mind were also rated by a different teacher and a mentor using the Habit of Mind Questionnaire: Teacher Form. The findings show a significant relationship between teachers' ratings of the habits of the mind and teachers' rating of their achievement/under-achievement. Habits of the mind that were most strongly associated with the achievement of grade ten students were: high frustration tolerance, internal locus of control for learning, goal setting, time management, reflective problem-solving and tolerance of limits. The study concluded that habits of the mind are useful constructs in understanding the phenomena of educational under-achievement in adolescents.

Lastly, the relationships among parent self-efficacy, children's foundations for achievement, children's habits of mind and academic achievement were studied by Pruzek (cited in Bernard, 2001c). The results indicate significant correlations between measures of achievement and children's foundations for achievement. The conclusions reached were that children's psychological characteristics as measured in the study (foundations and habits of the mind) are

more closely associated with children's achievement than parental self-efficacy. The research also indicated that confidence, persistence, organisation are highly interdependent characteristics, and that young people who are rated as high in one of these foundations tend to be rated high in the other two as well.

Although the research cited above does in many instances highlight the significant correlations between the presence of the four foundations and related positive habits of mind to academic achievement, the research does not make mention of the role of the four blockers and related negative habits of mind. Given that You Can Do It! Education purports to both improve academic achievement and develop young people's social and emotional well-being, it is the authors' opinion that more research needs to be conducted on the four blockers and related negative habits of mind as they pertain to social and emotional well-being. Rational-emotive therapy and rational-emotive education, the two main theoretical underpinnings of Programme Achieve (Bernard, 2001a), have sound research bases regarding their efficacy in developing adolescents' social and emotional well-being. Despite this, it is suggested that empirical research pertaining to You Can Do It! Education's contribution to adolescent social and emotional well-being would be a welcome addition to the current research. In addition, longitudinal studies, including one and two year follow up studies, of schools that have implemented the programme as part of their curriculum could add valuable data regarding the programmes efficacy as a preventative measure in schools.

Standardised measures of various constructs such as locus of control, irrational beliefs and so forth as well as the positive and negative habits of mind should be decided upon and suggested as research tools in order to allow for comparisons between research findings. Bernard (2001b) has designed a questionnaire, the Mindset for Academic Achievement and Poor Social-Emotional-Behavioural Development Scales, which should enable researchers to gather specific pre-and post-test measures. In addition the measuring of the Adolescent Negative Mindset for Social-Emotional Development Scale would provide data that has previously been missing.

In closing, future researchers need to bear in mind and make mention of what controls were put in place to be able to confidently state which factor(s) had the strongest influence on the results. For example Wilde (1999) notes that results could be due to the actual lessons in the curriculum, the means of presentation, the presenter/facilitator or some combination of the aforementioned.

7. “DRAFT REVISED NATIONAL CURRICULUM STATEMENT”, 2001

South Africa’s 1994 democratic elections marked a turning point for education and curriculum development in South Africa. The present Department of Education developed its vision of a different future for South African children through the National Qualifications Framework and the first National Curriculum Statement, Curriculum 2005 (C2005). This curriculum is outcomes-based, meaning that the outcomes at the end of the learning process shape the learning process itself and hence the process of learning is considered as important as what is learnt. In addition the curriculum is activity-based and is designed to promote problem-solving and critical thinking.

The National Curriculum Statement:

This revised National Curriculum Statement (NCS) provides a guideline of requirements and expectations at different levels and grades in the school curriculum from Grades R-9. It consists of:

- An overview,
- Eight Learning Area Statements, and
- A qualification framework.

The NCS aims to provide a curriculum, which will ensure a broad, general education for all.

The aim of the NCS is to produce a life long learner who is:

- Confident and independent.
- Literate, numerate and multi-skilled.
- Compassionate, with respect for the environment and an ability to participate in society as a critical and active citizen.

Learning Area Statements:

There are eight Learning Areas in C2005. A Learning Area is a field of knowledge that has:

- Specific and unique features, and
- Connections with all the other fields of knowledge.

In this NCS, the Learning Areas are:

- Languages
- Mathematics
- Natural Sciences
- Technology

- Social Sciences
- Arts and Culture
- Life Orientation
- Economic and Management Sciences

The Learning Area Statements express what is expected of learners in each grade of:

- The Foundation Phase (Grades R-3)
- The Intermediate Phase (Grades 4-6)
- The Senior Phase (Grades 7-9)

To achieve this, Learning Area Statements use:

- Critical Outcomes and Development Outcomes
- Learning Outcomes
- Assessment Standards

What are Critical Outcomes and Development Outcomes?

The Critical Outcomes aim to enable learners to:

- Communicate effectively using visual, mathematical and language skills.
- Identify and solve problems by using creative and critical thinking.
- Organise and manage activities responsibly and effectively.
- Work effectively with others in a team, group, organisation and community.
- Collect, analyse, organise and critically evaluate information.
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
- Understand that the world is a set of related systems.

The Developmental Outcomes aim to enable learners to:

- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as responsible citizens in the life of local, national and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop business opportunities.

What is a Learning Outcome?

A Learning Outcome comes out of the Critical and Developmental Outcomes. It describes what the learners should:

- Know (knowledge, skills, attitudes and values), and
- Be able to do at the end of a grade, phase or band.

Learning Outcomes do not however, prescribe content or teaching methods.

Assessment:

Assessment standards can be used to:

- Demonstrate the depth and breadth of what should be taught and learnt at each grade, and
- Assess learners.

Assessments indicate what has to be assessed, while performance will show whether learners are achieving the learning outcomes.

Types of assessment advocated in the NCS:

Summative Assessment:

Teachers will test and examine learners to see if they have achieved the Learning Outcomes, for example at the end of the term or year.

Formative Assessment:

This assesses the learners' strengths and weaknesses by assessing different kinds of written and oral work, work that has been completed throughout the year.

It is recommended that the teacher collect and assess a portfolio of the learner's work during the year to inform learners, teachers and parents about the learners progress.

The Life Orientation Learning Area:

Life orientation equips learners for meaningful and successful living in a rapidly changing and transforming society.

Life Orientation is central to the holistic development of learners. It is concerned with the social, personal, intellectual, emotional, spiritual and physical growth of learners, as well as the way in which these facets are interrelated. The central focus is the development of "self-in-society".

Life Orientation develops skills, knowledge, values and attitudes that empower learners to make informed decisions and take appropriate actions regarding:

1. *Health promotion:* Many social and personal problems can be associated with lifestyle choices and health-risk behaviour. Sound health practises and an understanding of the relationship between health and environment can improve the quality of life of learners. Aspects to be addressed include nutrition, environment health, diseases including HIV/Aids and STDs, safety and abuse and violence.
2. *Social Development:* In a transforming and democratic society, personal development needs to be placed in a social context so as to develop tolerance, the acceptance of diversity and mutual respect. To address these issues, learners should explore belief systems, religious and constitutional rights and responsibilities, relationships and cultural understanding.
3. *Personal Development:* Personal and emotional development is central to the achievement of other Learning Area outcomes and the individual's contributions to community and society, yet is often neglected in formal education. Learners will be given the opportunity to:
 - Develop survival and coping skills.
 - Reflect on and understand their emotional development, spiritual awareness, self-knowledge, self-concept and self-worth.
4. *Physical development and movement:* Physical and motor development is central to social, cognitive and emotional development and achievement. Therefore the curriculum includes:
 - Fine and gross motor development
 - Games and sports
 - Physical growth and development
 - Recreation and play
5. *Orientation to the world of work:* *Work is an essential aspect of living a meaningful life.* Learners will develop the following skills:
 - Career information-gathering and planning skills.
 - Personal evaluation skills.
 - A positive attitude to work and work ethics.

These five focus areas shape the Learning Outcomes that address the development needs of the learner in a holistic way:

In summary, Life Orientation aims to empower all learners to use their talents to achieve their full physical, spiritual, intellectual, personal, emotional and social potential.

8. PROGRAMME ACHIEVE (2nd ed.) AND THE “DRAFT REVISED NATIONAL CURRICULUM STATEMENT” (2001)

Although Programme Achieve (Bernard, 2001a) has modules for learners from Grade 1 to Grade 12, the author will, for the purposes of this paper, concentrate on the modules relevant to the Senior Phase: Grades 7-9 and how they would be a valuable learning tool in working towards attaining the Life Orientation Learning Outcomes for this phase.

Learning Outcome 1:

The learner is able to make informed decisions about personal, community and environmental health.

Learning Outcome 2:

The learner is able to demonstrate an active commitment to constitutional rights and social responsibilities, and show sensitivity to diverse cultures and belief systems.

Learning Outcome 3:

The learner is able to use and practise acquired life skills to achieve and extend personal potential to respond effectively to challenges in his/her world.

Learners need opportunities to further develop life skills related to relationships, decision-making, coping with change, preventing stress and goal setting.

Learners also need opportunities to develop their emotional intelligence so as to empower them to cope with the many challenges they may face during this phase, and in the future.

Learning Outcome 4:

The learner is able to demonstrate an understanding of, and participate in activities that promote movement and physical development.

Senior phase learners are entering adolescence and experience physical change.

Learners will need to understand movement, movement concepts and body image.

Engage in human rights issues such as fair play, ethics and gender equity.

Develop values and skills to promote life-long participation in physical activities that promote fitness.

Learning Outcome 5:

The learner is able to make informed decisions about further study and career choices.

To assist them in this process, the learner needs a realistic understanding of their abilities, interests and aptitudes. Learners should be aware of various vocational options, and the implications of their choices. And lastly they need to be informed about a range of options for further study. A general orientation to the world of work is also important.

Although it is the author's opinion that the skills acquired by the students participating in Programme Achieve (Bernard, 2001a) will have an impact on how they understand and attain all the other learning outcomes for this phase, Programme Achieve (Bernard, 2001a) best meets the objectives and assessment standards of Learning Outcome 3.

Tables 3, 4 and 5 illustrate how the lesson objectives of Programme Achieve (Bernard, 2001a) meet the assessment standards of Learning Outcome 3 for each respective grade in the senior phase.

With regards to the assessment of these learning outcomes, You Can Do It! Education has a number of teacher, student and parent reports which could be administered throughout the year, at varying intervals, to ascertain the pupils level of achievement. This information would be of particular benefit for the formative assessment method recommended within the "Draft Revised National Curriculum Statement" (2001).

Table 3

Programme Achieve (2nd ed.) Lesson Objectives and the “Draft Revised National Curriculum Statement’s” Assessment Standards.

Assessment Standards Grade 7: the learner should be able to:	Programme Achieve (2nd ed.) Module	Positive Habits of Mind that will be taught	Negative Habits of Mind that will be modified	Examples of objectives of relevant Programme Achieve (2nd ed.) lessons
Describe how to respond to peer pressure in at least 3 different situations	Getting Along	Being tolerant of others Thinking first Playing by the rules	Being intolerant of others Acting without thinking Being intolerant of limits	Students will be able to identify various difficult, problem situations and explain the importance of resolving them. Students will be able to use alternative problem-solving and consequential thinking skills for dealing with difficult interpersonal problems.
Describe at least 5 personal positive qualities that contribute to self-motivation	Persistence	Giving effort Working tough	I can't do it Giving up I can't be bothered	Students will be able to state examples of positive self-talk that can help them become persistent. Students will be able to define different motivational techniques that will aid them to do what they do not feel like doing. Students will be able to increase the amount of time they stay actively engaged in hard work.

Table 3 (cont.)

Assessment Standards Grade 7: the learner should be able to:	Programme Achieve (2nd ed.) Module	Positive Habits of Mind that will be taught	Negative Habits of Mind that will be modified	Examples of objectives of relevant Programme Achieve (2nd ed.) lessons
Explain emotions and explain how he/she will cope in at least 3 situations	Getting Started	Not applicable	Not applicable	<p>Students will be involved in activities in which they acquire an emotional vocabulary to describe different feelings.</p> <p>Students will be able to state that their feelings are mostly caused by their thinking rather than by what happens to them.</p> <p>Students will be able to state the meaning of “self-talk”, and of “Habits of the Mind”.</p> <p>Students will be able to state that by changing their irrational ideas into rational thoughts, they can change their feelings and improve their behaviour.</p>

Table 3 (cont.)

Assessment Standards Grade 7: the learner should be able to:	Programme Achieve (2nd ed.) Module	Positive Habits of Mind that will be taught	Negative Habits of Mind that will be modified	Examples of objectives of relevant Programme Achieve (2nd ed.) lessons
Explain what he/she learnt in at least 1 situation by reflecting on that experience	Getting Started	Not applicable	Not applicable	Through a variety of activities and methods such as the “Emotional Temperature” worksheet in which students describe varying degrees of emotion for different events, the “Emotion role playing” activity and the “Emotions have consequences” class activity assist students in learning to reflect on situations and what they can learn from them.

Table 4

Programme Achieve (2nd ed.) Lesson Objectives and the “Draft Revised National Curriculum Statement’s” Assessment Standards.

Assessment Standards Grade 8: the learner should be able to:	Programme Achieve (2nd ed.) Module	Positive Habits of Mind that will be taught	Negative Habits of Mind that will be modified	Examples of objectives of relevant Programme Achieve (2nd ed.) lessons
List at least 10 qualities of friendship	Getting Along	Being tolerant of others Thinking first Playing by the rules	Being intolerant of others Acting without thinking Being intolerant of limits	Students will be able to state the different types of friendships and degrees of friendship they may experience, to explain the importance of having different types of friendship and identify the behaviours that distinguish different types of friendship.
Explain how to initiate, sustain and end a relationship	Getting Along	Being tolerant of others Thinking first Playing by the rules	Being intolerant of others Acting without thinking Being intolerant of limits	Students will be able to identify common excuses for not meeting new people or making new friends, state the relationship between the “Needing Approval” Habit of Mind and social anxiety, state different irrational thoughts that lead to social anxiety. Students will be able to reduce social anxiety in a number of situations, initiate conversations in order to make friends and match verbal and non-verbal behaviour effectively.

Table 4 (cont.)

Assessment Standards Grade 8: the learner should be able to:	Programme Achieve (2nd ed.) Module	Positive Habits of Mind that will be taught	Negative Habits of Mind that will be modified	Examples of objectives of relevant Programme Achieve (2nd ed.) lessons
Describe at least 6 factors which influence self-concept (e.g., gender, racial biases, economic status, appearance, achievements, interests, abilities)	Confidence	Accepting myself Taking risks Being independent I can do it	Self-downing Needing to be perfect Needing approval I can't do it	Students will be able to state the meaning of the word "confidence" and identify situations in which their confidence is low. Students will be able to state that it is their self-talk about a negative situation that strongly determines whether they lose or hold on to their confidence, and not the situation itself. Students will be able to state that because we are composed both of positive and negative qualities, one characteristic alone cannot represent our total identity, identify their own strengths and weaknesses and explain the "Accepting Myself" Habit of Mind and how it can help them not get too down when bad things happen.

Table 4 (cont.)

Assessment Standards Grade 8: the learner should be able to:	Programme Achieve (2nd ed.) Module	Positive Habits of Mind that will be taught	Negative Habits of Mind that will be modified	Examples of objectives of relevant Programme Achieve (2nd ed.) lessons
Design and implement an individual stress management and prevention programme	Confidence	Accepting myself Taking risks Being independent I can do it	Self-downing Needing to be perfect Needing approval I can't do it	Students will be able to state the pitfalls of being too tense about tasks, demonstrate physical and mental relaxation techniques and use relaxation techniques to build confidence.
Explain what they have learnt from a personal experience by critically reflecting on it	Asked to do this type of activity throughout the programme	Not applicable	Not applicable	For example, lesson 6 in the confidence module works towards students being able to explain how the "Accepting Myself" Habit of the Mind helps them cope with and accept mistakes.

Table 5

Programme Achieve (2nd ed.) Lesson Objectives and the “Draft Revised National Curriculum Statement’s” Assessment Standards.

Assessment Standards Grade 9: the learner should be able to:	Programme Achieve (2nd ed.) Module	Positive Habits of Mind that will be taught	Negative Habits of Mind that will be modified	Examples of objectives of relevant Programme Achieve (2nd ed.) lessons
Explain at least 10 rights and responsibilities in relationships	Getting Along	Being tolerant of others Thinking first Playing by the rules	Being intolerant of others Acting without thinking Being intolerant of limits	Students will be able to state the important values of the school community, the rules that communicate the values, their responsibilities if they want to protect their own rights and explain how the “Playing by the rules” Habit of the Mind helps instil important values into the school community.
Mention at least 10 ways to communicate and co-operate in appropriate ways	Getting Along	Being tolerant of others Thinking first Playing by the rules	Being intolerant of others Acting without thinking Being intolerant of limits	Objectives set throughout “Getting Along” as described in previous sections, plus students will be able to initiate conversations in order to make new friends and they will be able to match verbal and non-verbal behaviour effectively as they initiate conversations.
Discuss at least 20 positive personal qualities related to further study and work choices	Confidence	Accepting myself Taking risks Being independent I can do it	Self-downing Needing to be perfect Needing approval I can’t do it	Students will be able to identify their own strengths and weaknesses.

Table 5 (cont.)

Assessment Standards Grade 9: the learner should be able to:	Programme Achieve (2nd ed.) Module	Positive Habits of Mind that will be taught	Negative Habits of Mind that will be modified	Examples of objectives of relevant Programme Achieve (2nd ed.) lessons
Appropriately communicates, accepts and expresses feelings in at least 6 challenging situations Uses goal-setting and decision- making strategies in 3 contexts	Getting started, Confidence & Getting Along Organisation	Setting goals Planning my time	Planning time poorly Having no goals	A culmination of objectives already stated. Students will be able to state the meaning of the “Setting Goals” Habit of the Mind and how it can help them to be organised, explain the meaning of long-term, short-term and daily goals. Students will be able to identify obstacles to goal achievement, identify ways of overcoming obstacles to achievement and explain the meaning of the “Giving Effort” Habit of the Mind and how it will help them reach their goal. Students will be able to explain the meaning of “task analysis” and they will be able to break down large assignments into smaller, more easily managed parts.
Explains what he/she has learnt from a personal experience by critically reflecting on it, and applying problem-solving skills	Asked to do this type of activity throughout the programme			

9. CONCLUSION

Over the past three decades, as adolescence has become a developmental stage in its own right, educators and mental health professionals have come to acknowledge and grow in their understanding of the demands and needs of contemporary adolescents.

Today adolescents are confronted by an increase in risk factors, which may in turn have a negative impact on both their physical and mental health. As members of a society whose values are fluid and relative, adolescents are often burdened to make decisions beyond their years, with the growing prevalence of HIV/Aids, STD's and unwanted pregnancies attesting to this fact. The number of adolescents using and abusing drugs and alcohol is on the increase as the substances become more readily available and peer disapproval of the behaviour declines. In addition, environmental risk factors such as poverty, unemployment, violence and the disintegration of the family are also on the increase. The summation of these factors indicates that the successful navigation of the adolescent years may prove to be challenging.

Given the continuity of many aspects of dysfunction over the lifespan and the increasing costs of therapeutic interventions the significance and need for primary and secondary prevention programmes is evident.

The school environment has always been credited as a significant contributor to the socialisation of adolescents. Today however, the agenda of schooling often places too much emphasis on academic achievement at the expense of social-emotional competences. As a result schools have not been preparing young people to experience positive mental health and cope with the pressures of growing up.

You Can Do It! Education, and Programme Achieve (Bernard, 2001a) in particular, aims at providing a unique solution to the above-mentioned concerns by providing a school-based curricula-integrated programme that focuses on enhancing the adolescent's academic achievement and social-emotional well-being.

Programme Achieve (Bernard, 2001a), with its sound theoretical and research base boasts a curriculum of lessons that focuses on the very developmental tasks that adolescents need to resolve to achieve mental health. Issues such as self-acceptance, making friends, building healthy relationships, resolving conflicts, solving problems effectively and making well thought through decisions are all taught during the programme by means of the Four Foundations; Confidence,

Organisation, Persistence and Getting Along, and the associated positive habits of mind. The relationship between thinking, feeling and behaviour is also taught explicitly as, from a cognitive perspective, the roots of many mental illnesses are hypothesised to have their origins in faulty thinking patterns. In addition, adolescents are taught skills that equip them to identify and alter these faulty thinking patterns by means of modifying or eliminating the Four Blockers; Anxiety/Low Self-esteem, General work Avoidance, General disorganisation and Rebelliousness/Anger, and the associated negative habits of mind.

Given the strengths of Programme Achieve (Bernard, 2001a) and the South African governments commitment to young people, as evidenced in both the “National Youth Policy” (1997) and the “Draft Revised National Curriculum Statement” (2001), the author purports that a pilot project of Programme Achieve (Bernard, 2001a) be implemented within selected schools in the Western Cape (see Appendix D). Although the generalisation of results obtained will be limited due to population differences such as language and socio-economic status, the pilot project may provide a springboard for future research concerning Programme Achieve’s (Bernard, 2001a) efficacy within the South African context.

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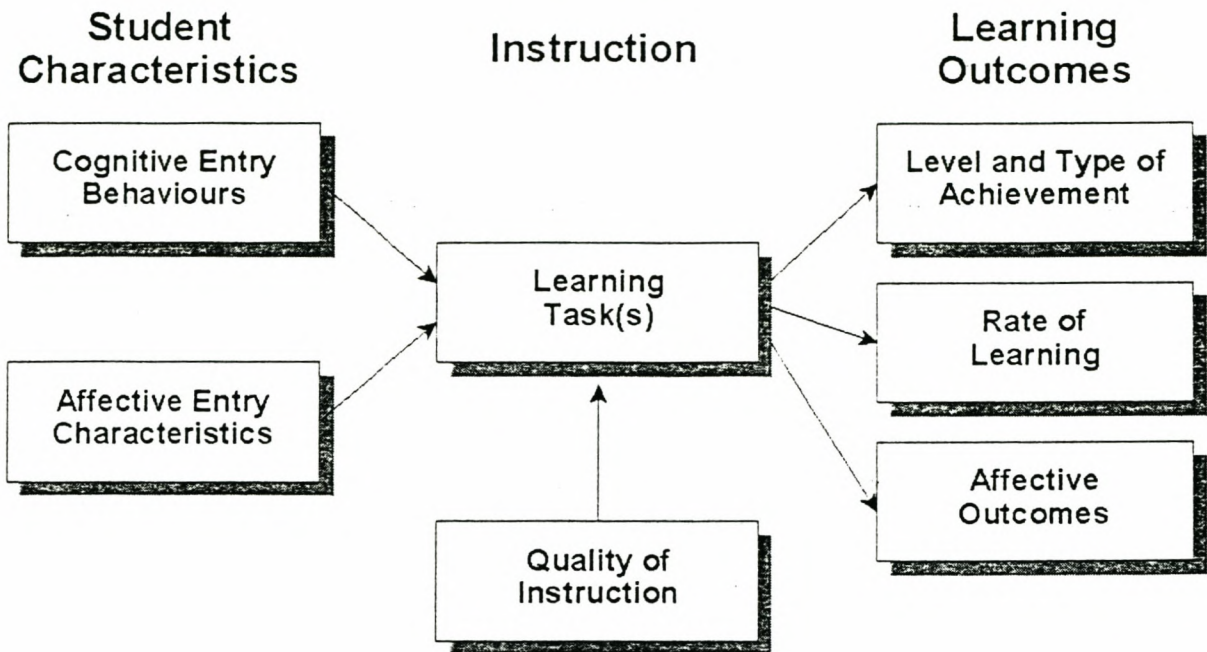
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Appendix A



Bloom's Theory of School Learning

Appendix B

Patterns of Irrational Thinking In Children and Adolescents (from Bernard & Cronan, 1999)

Pattern No. 1: Self-Downing

People would act more fairly around me if I wasn't such a hopeless person.
I'm a failure when I don't succeed.
When things are boring, I think I'm a dull and uninteresting person.
I think I'm worthless if someone disapproves or rejects me.
If I wasn't so weak, things in my life would be easier.
When I feel nervous, uncomfortable or tense, I think it just goes to show what a hopeless person I am.
I think I'm a total fool when I fail at something important.
I think I'm hopeless when people reject me.

Pattern No. 2: Intolerance of Frustrating Rules

I can't stand having to behave well and follow rules.
I can't stand classmates who always follow the rules and behave well.
I think it's horrible to behave well all the time.
I shouldn't have to obey rules and behave well.
Classmates who always follow rules and behave well are jerks.
It's terrible to have to behave well all the time.
People shouldn't always have to obey rules and behave well.

Pattern No. 3: Intolerance of Work Frustration

When I start getting tired doing homework, I think I shouldn't have to do any more.
When I get frustrated with homework that's hard, I think it's unfair and that I shouldn't have to do any more.
When it's time to get started with my homework, I think I need more time to get in the right mood.
The worst thing in life is having to work on things that are boring.
It's really awful to have lots of homework to do.
What I find impossible to put up with is having to do chores around the house when I could be having fun.
It's awful to have too much work to do and not enough time to do it.
I need to be rested and relaxed before I can work hard.

Pattern No. 4: Demands for Fairness

It's really unfair to be picked on by a teacher.
A teacher who unfairly picks on a student is totally rotten.
I can't stand classmates who act inconsiderately.
Teachers should really act fairly all the time.
A parent who acts negatively or critically towards his or her kids is totally rotten.

Thinking Makes It So



Lesson Objectives

1. Students will be able to state that their feelings are mostly caused by their thinking rather than by what happens to them.
2. Students will be able to state the meaning of "self-talk."
3. Students will be able to state the meaning of "Habits of the Mind."
4. Students will be able to state the definition of and distinguish between rational and irrational thoughts.
5. Students will be able to state the relationship between extreme, negative emotions and irrational thoughts.

Materials

1. "Power of Self-Talk" Student Worksheet
2. "Stinkin' Thinkin" Student Worksheet
3. "Examples of HTFB Sequences" Teacher Guide Sheet
4. "HTFB Blanks 1" Student Worksheet
5. "HTFB Blanks 2" Student Worksheet
6. "Habits of the Mind" Teacher Guide Sheet

Lesson Plan

I. Introductory Discussion

- A. Explain to students that the purpose of this lesson is to give them a new way to understand where emotions come from.
- B. The following activity helps students realise that their emotions are strongly influenced by their thinking.
 1. Even though you will *not* actually be calling on a student to talk in front of the class, say: "Class, in one minute I am going to call on one of you to come up in front of the class and have you tell us about the last time you can remember when you got really upset with one of your classmates. I will then show you how to be less upset with them if the same thing happens again in the future." To heighten the tension, place two chairs in front of the class.
 2. Circulate around the room pretending that you will select different students to come up in front of the class.
 3. After creating a tense situation for students – many of whom will fear that they might be picked – say: "I'm not going to pick anyone. What I want to know is how you were feeling about possibly being picked to come up to talk in front of everyone." (Indicate that you do not want to know how they were feeling about their classmate, just what they were feeling about possibly being picked.). Write the following on the board before you invite students to respond.

Happening	→	Feeling
Being told you might be picked to talk in front of a group about a stressful event		?

Ask students to say how they were feeling during the time you were strolling around the room looking for someone to select. Have them rate the intensity of their feeling at its strongest during this time on a scale from 1 to 10 (1=weak: 10=strongest) using the Emotional Thermometer (see previous lesson).

Once the data has been collected, the HTFB diagram you have constructed will look something like this:

Happening	→	Feeling*
Being told you might be picked to talk in front of a group about a stressful event		worried (8,2,5,6,10) angry (2,5,7,9) excited (4,5)

(*The numbers in parentheses next to the feelings represent how strongly different students indicated they felt about being called on.)

4. Now ask: "Why do most of you feel differently about the same event?" Invite discussion including how people are different and have had different experiences in the past. The point you will make is that it is their thoughts about the situation that determines their feelings rather than the situation, event or what happens. You can write on the board the following examples to illustrate that thoughts are the key for determining how someone feels.

Happening	→	Thoughts	→	Feeling
Being told you might be picked to talk in front of a group about a stressful event		"I hope I don't get picked." "I'll make a fool of myself." "That would be awful."		Worry (10)

Happening	→	Thoughts	→	Feeling
Being told you might be picked to talk in front of a group about a stressful event		"This is unfair." "The teacher shouldn't force us to talk." "I can't stand this."		Angry (8)

Happening	→	Thoughts	→	Feeling
Being told you might be picked to talk in front of a group about a stressful event		"I hope I get picked." "I wonder what I can learn."		Excited (6)

Using these different diagrams, make the point that people's thoughts determine their feelings. Ask the question: Who controls your thinking? (*answer: you do*).

II. Paired Student Activity – "The Power of Self-Talk"

- A. Distribute to students the "Power of Self-Talk" Student Worksheet. Explain that "self-talk" is another way of describing thinking. Indicate that self-talk can either encourage you to be confident, persistent, organised and to get along or self-talk can lead to low self-esteem, giving up, disorganisation and rebelliousness.
- B. In pairs, have students write in the thought clouds the self-talk that the swimmer in the drawing is likely to have that would cause him to either keep going with his difficult swim or give up.
- C. Encourage students to become more aware of their self-talk when doing schoolwork that is hard or when they are having a conflict with a classmate.

III. Whole Class Activity – “Rational Versus Irrational Thoughts”

- A. Explain that the purpose of this activity is for students to learn the identity of thoughts that lead to extreme negative feelings like rage, depression and panic. They will also learn the identity of thoughts that lead to less extreme negative feelings like annoyance, disappointment and concern.
- B. Distribute the “Stinkin’ Thinkin’” Student Worksheet and have students find a partner.
1. In pairs, have students read the two different stories. After they finish each story, instruct them to come up with words to describe the different feelings of either Mary or Yolanda. Be sure to have them rate the intensity of the feelings using the Emotional Thermometer on a 10-point scale. Then, have them with their pencils underline stinkin’ (irrational) thoughts or circle rational thoughts. They should have underlined all of Mary’s thoughts and circled all of Yolanda’s thoughts.
 2. Ask the following questions:
 - Who had stinkin’ thinkin’ and who had rational thinking?
 - How does stinkin’ thinkin’ influence Mary’s feelings about the unfriendly treatment at school (feelings very negative and intense)?
 - How does rational thinking influence Yolanda’s feelings about the unfriendly treatment at her school (feelings less negative and milder)?
 3. Explain that everyone (young and old) has both stinkin’ thinking and rational thinking and that stinkin’ irrational thinking leads to more misery and upset about an event than does rational thinking about the same event.
 4. On the board, write the words “irrational thinking” (stinkin’) and “rational thinking.” Define irrational thinking as thoughts that are not true, not sensible, and not helpful. Define rational thinking as thoughts that are true, sensible and helpful.
 5. Write on the board the following thoughts of Yolanda:
 - “Everyone here hates me.”
(irrational because it is probably not the case that *everyone* hates her. A few mean-spirited classmates might, but not everyone)
 - “I’ll never make any friends.”
(irrational because in time everyone makes friends)
 - “This is the worst thing that could ever happen to me.”
(irrational because there are far worse things that could happen)
 - “I must be a real loser!”
(irrational because Mary has lots of good qualities and it doesn’t make sense for her to conclude she’s a total loser because she is not having success making friends).

Then, with your class discuss whether and how each of Yolanda’s thoughts are irrational, noting the above explanations.
- C. Conclude the activity by indicating that becoming more aware of the stinkin’, irrational thoughts we can all have when we have difficult situations to deal with and learning to use more rational thoughts can be a real emotional “life-saver.”

IV. Paired Student Activity – “Happenings → Thoughts → Feelings → Behaviours”

- A. Display the “Examples of HTFB Sequences” Teacher Guide Sheet as an overhead. Read through each HTFB example and discuss with class.
- B. Discuss whether the thoughts are examples of irrational or rational thinking.

- C. Discuss whether people have different choices about the way they can think, feel and behave.
- D. Discuss any likely negative consequences that follow on from the behaviour listed.
- E. Distribute the "HTFB Blanks 1" Student Worksheet. Have pairs discuss and complete missing information. Review with class after all pairs have completed their worksheet.

V. Whole Class Activity – "It's A Habit of the Mind"

- A. Display the overhead the "Habits of the Mind" Teacher Guide-Sheet.
- B. Asks students to write 50 words on their own interpretation of the "Habits of the Mind" illustration. Have students volunteer to read their interpretations out loud.
- C. Indicate to students that Habits of the Mind are ways of thinking that influence how successful and happy they are. Discuss each of the Habits of the Mind shown and their impact on student emotions and behaviours: Accepting Myself, Taking Risks, Giving Effort, Planning My Time, Thinking First.
 1. *Accepting Myself* – not thinking badly about myself when I make a mistake or get criticised. Leads to confidence, improved self-esteem.
 2. *Taking Risks* – thinking that it's good to try something new even though I might not be able to do it. Leads to confidence, lower anxiety.
 3. *Giving Effort* – thinking that the harder I try, the more successful I will be, and knowing that my success is not caused by me being lucky or something was easy to do but because I worked at it. Leads to persistence and task accomplishment.
 4. *Planning My Time* – thinking about how long it will take me to do my schoolwork and planning enough time to do it. Leads to persistence and organisation.
 5. *Thinking First* – thinking that when someone treats me badly, I need to think about different ways I can react, the consequences of each, and the impact of my actions on the other person's feelings. Leads to getting along and anger control.
- D. Indicate that in Programme Achieve there are 11 Habits of the Mind they will, in fact, be learning. They will also learn about 11 Habits of the Mind that are negative and that make it harder for them to be successful and happy.



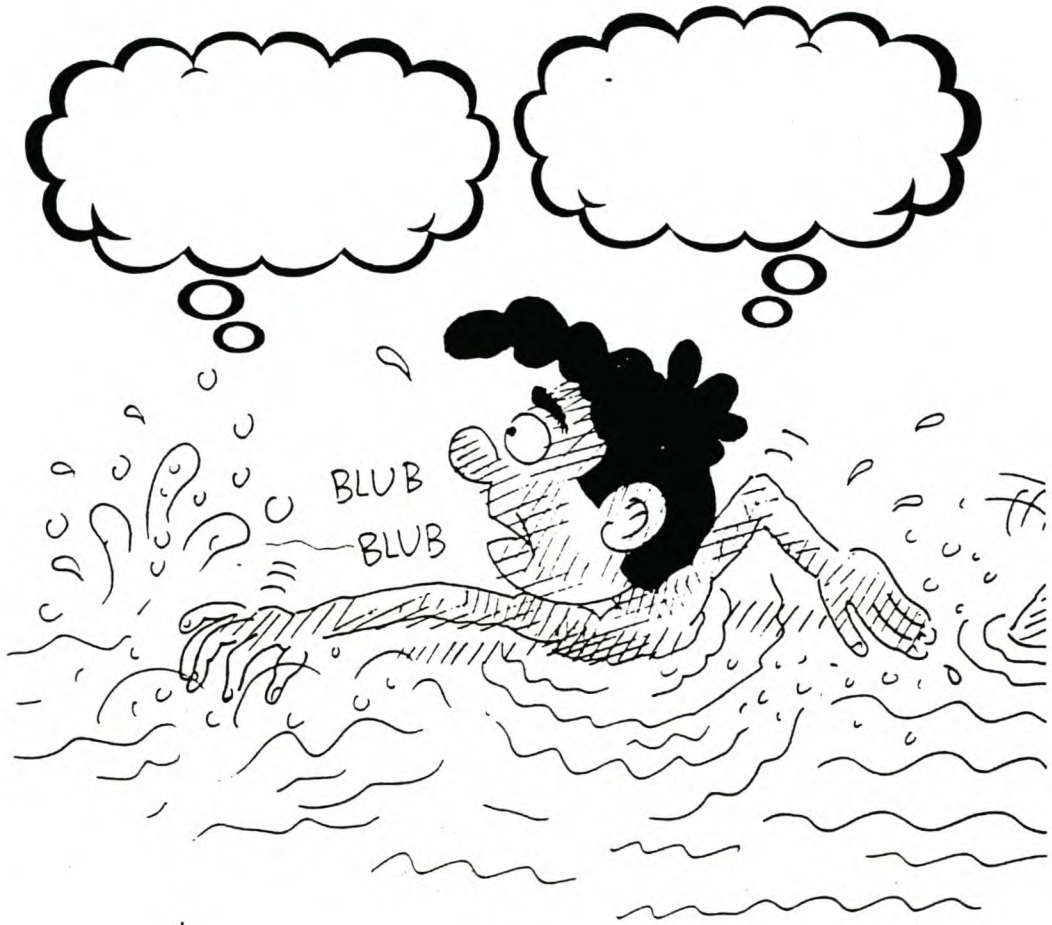
V. Discussion Questions

- A. What are some of the main points you have learned about emotions from this lesson?
- B. Why is it important to become more aware of our emotions (extreme emotions are painful; they can lead us to self-defeating behaviour leading to negative consequences).
- C. What does the following quote mean from Shakespeare: "Things are neither good or bad but thinking makes it so."
- D. Is it easy to discover your own irrational thoughts or does it take practice?

VI. Homework

- A. Distribute the “HTFB Blanks 2” Student Worksheet and explain.
- B. As homework is returned, ask for volunteers to discuss their own HTFB chart.

Student Worksheet The Power of Self-Talk



Gives up or keeps trying?

Student Worksheet Stinkin' Thinkin'

Directions:

With your partner, read through the different stories of two different students below. After reading each story, underline those thoughts of the student that you think are stinkin' (not true, not sensible, not helpful). Circle those rational thoughts that you think are true, sensible and help the student to make the best of a bad situation.

The Story of Mary:

Mary was 12 years old and had just moved to a new neighbourhood and started attending a new school. Mary was tall for her age, wore glasses, had curly long brown hair and was kind of pretty. She was also pretty good at sports. Unfortunately, Mary had a problem. Almost none of the girls in her class would speak with her. She always had lunch by herself. A few of the girls said a few cruel things. Mary thought, "Everyone here hates me. I'll never make any friends. This is the worst thing that could ever happen to me. I must be a real loser!"

Write down how you think Mary was feeling at her new school. Using the Emotional Thermometer, how upset do you think Mary was (1= not upset ... 5 = middle upset ... 10 = could not be more upset).

Circle Mary's "stinkin' thinkin'" (thoughts that really make her upset).

The Story of Yolanda:

Yolanda was 12 years old and had just moved with her family from a small country town to a large city. With the move, Yolanda changed schools. Yolanda was a very bright young lady getting mostly A's in her classes, spoke two languages, and dressed herself very nicely. Unfortunately, Yolanda had a problem. Almost none of the girls in her class would speak with her. She always had lunch by herself. A few of the girls said a few cruel things. Yolanda thought, "It will take me some time for people to get to know me. I don't like it when a few of the girls say mean things to me. Once they know me, they probably will be nicer. I need to find out some more about my classmates to see who would be a good friend. I know I'm capable and likable."

Write down how you think Yolanda was feeling at her new school. Using the Emotional Thermometer, how upset do you think Yolanda was (1= not upset ... 5 = middle upset ... 10 ... could not be more upset).

Circle Yolanda's "rational' thinking" (thoughts that are sensible, true and help her).

Teacher Guide Sheet

Examples of HTFB Sequences

Directions to the Teacher:

Read the following examples of Happening → Thought → Feeling → Behaviour (HTFB) sequences. Have students notice how thoughts about what happens largely determine how they feel. Also, notice how feelings determine how they behave.

Happening	→ Thought	→ Feeling	→ Behaviour
Your teachers say you should do two hours of homework every night.	I shouldn't have to spend so much time on schoolwork. I'll show them.	Extreme anger	You refuse to do any of the homework.
You get back an assignment with lots of comments all over it.	I am hopeless. I can't do anything right.	Very down	You can't get started on the next assignment.
You don't understand what the chapter you are reading is all about.	I can't stand this. Homework is stupid.	Frustration	You tear the pages out of the book and scream.
Your best friend chooses someone else as a class partner to work with for the year.	She should do what I want. She is an awful person for doing what she did.	Embarrassment, anger, hate	You tell your friend you don't like her any more and that no one else does either.

Student Worksheet HTFB Blanks 1

Directions:

Complete the missing information.

Happening	→ Thought	→ Feeling	→ Behaviour
Your teacher yells at you for talking in class.	Teachers shouldn't yell.	Intense anger	
The class laughs at you when you read aloud.	I am hopeless.		You won't/don't continue reading.
	Everyone hates me. I'll never have any friends. I'm a loser.	Very down	Sit by yourself at lunch.
	It's awful that I can't do this perfectly.	High anxiety	You can't think straight.
You make a few mistakes on an important test.		Down	Start to give up.
You have a pile of work to do.		Extremely frustrated	You can't get started on any of it.

Student Worksheet HTFB Blanks 2

Directions:

Complete the missing information.

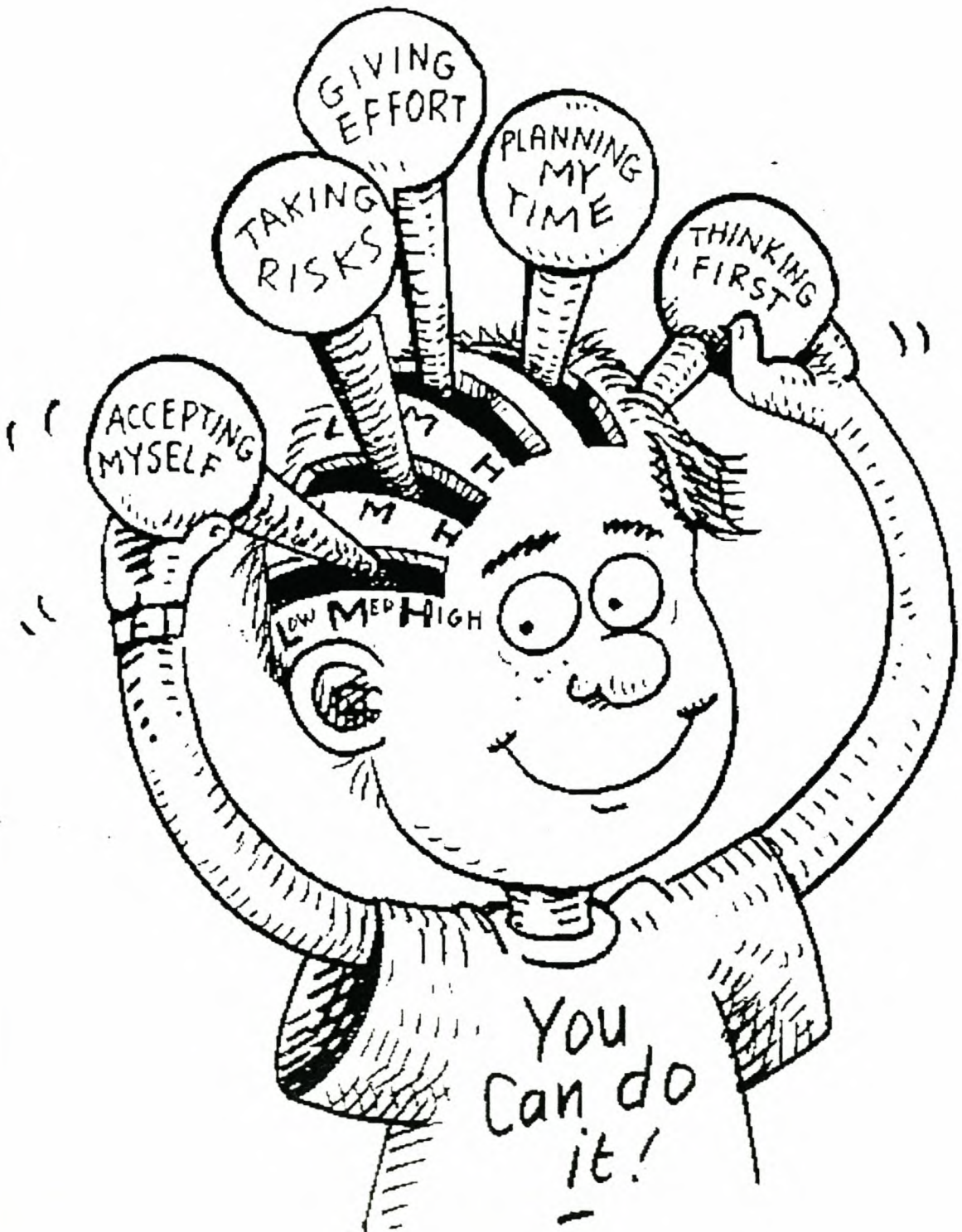
Happening	→ Thought	→ Feeling	→ Behaviour
Your dog chews up your homework.			You hit the dog.
Your teacher mistakenly scolds you for misbehaving.	She's an idiot!		
	It's awful that I didn't get asked.	Down	
	This is too hard. I shouldn't have to do it.		You tell the teacher you couldn't care less about your grade.
You're asked to give a report to the class.		Panic	
	She deserves to be punished.	Fury	
You come in last in a race.			
	If I make a mistake, people will think I'm stupid.		

This week, complete your own HTFB chart. Select something that happened that led you to become extremely angry, down or worried.

Happening	→ Thought	→ Feeling	→ Behaviour

Teacher Guide Sheet

Habits of the Mind



Appendix D**Implementation plan for pilot project of Programme Achieve (2nd ed.):**

Item	Action to be taken	Proposed Dates
1	Meeting scheduled with Dr. Chris Ackermann and colleagues, from Educational Psychology Department University of Stellenbosch, to discuss possible future relationship regarding Programme Achieve (2 nd ed.) implementation possibilities	6 Dec. 2001
2	Literature Review to be completed on Intervention and Programme Evaluation research within schools	May 2002
3	Constructs to be measured pre and post test to be defined	April 2002
4	Standardised measurement tools to be identified	April 2002
5	Target population for pilot studies to be identified	June 2002
6	Research proposal to be written and submitted to the University of Stellenbosch, psychology department	June 2002
7	Research proposal to be submitted to the Western Cape Education Department (Mr. P. Present) for approval of pilot studies.	July 2002
8	Letters of consent to be sent to parents of pupils from participating schools	Nov. 2002
9	Selection of programme facilitators (possible candidates include B.Psych. and B.Psych.(Education) students). Discussions to be held with Dr. Elmien Lesch and Dr. Chris Ackemann respectively, in this regard.	Oct. 2002
10	Training of programme facilitators	Dec. 2002
11	Introductory meeting to be held with teachers at participating schools	Jan. 2003
12	Introductory meeting to be held with parents at participating schools, parent forms to be completed if need be	Feb. 2003
13	Facilitators to be introduced to young people at participating schools	Feb. 2003
14	Pre-tests to be completed by treatment and no treatment control groups	Feb. 2003
15	Programme Achieve (2 nd ed.) to be implemented in participating schools over a seventeen-week period. This will allow for all five Introductory lessons to be taught, as well as 3 lessons from each of the other units confidence, persistence, organisation and getting along.	March 2003 – Aug. 2003 (taking into account school holidays)
16	Post-tests to be completed by treatment and no treatment control groups	Sept. 2003
17	Results to be analysed and written up	Dec. 2003

18	One year follow up to be completed and results analysed and written up	Sept. 2004
19	Completed report together future recommendations to be handed to the university	Jan. 2005
20	Copy of report to be handed to the education department	Jan. 2005
21	Delayed-treatment control group to receive Programme Achieve (2 nd ed.) intervention	Feb. 2005