



Step by Step Lesson Plans -

# Teaching The Catastrophe Scale and Introducing The Ask Ed App

Teaching students the Catastrophe Scale concept and using the Ask Ed app will contribute to the following Australian Curriculum learning outcomes:

Class	Objectives
<b>Health &amp; Physical Education (F-10)</b>	Aims to develop the knowledge, understanding and skills to enable students to: <ul style="list-style-type: none"><li>• Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.</li><li>• Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.</li></ul>
<b>Foundation</b>	Identify people and demonstrate protective behaviours that help keep themselves safe and healthy.
<b>Year One and Two</b>	Identify and practise emotional responses that account for own and others' feelings.  Practise strategies they can use when they need help with a task, problem or situation.
<b>Year Three and Four</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.
<b>Year Five and Six</b>	Plan and practise strategies to promote health, safety and wellbeing.
<b>Year Seven</b>	Practise and apply strategies to seek help for themselves or others.

## Preparation Time

The links to access the resources required to teach the Catastrophe Scale lessons provided in this document can be found in the below table:

Resources	Link
<ul style="list-style-type: none"><li>• The Catastrophe Scale Kit</li><li>• Scenarios</li><li>• Ask Ed Posters</li><li>• Follow Up Kit</li></ul>	Available on the Ask Ed website in the Goodies section  <a href="http://www.ask-ed.com.au">www.ask-ed.com.au</a>
<ul style="list-style-type: none"><li>• The Ask Ed App</li></ul>	Available to download from The App store  <a href="#">The Ask Ed App</a>

It will take time to download the resources, laminate, cut out, organise paper strips, find a box or bag, make headbands, signs and read through the lessons to become familiar with the activities.

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## Timeline

*Please note that the first four lessons can be taught over a two to three week period.*

Lesson	Activity	Duration	Notes
1 - The Catastrophe Scale	1 2 3 4 5 6 7	1 hour per activity	The first seven activities have been designed to work through in order.
2 - Putting Problems in Perspective	8	30 minutes	
3 - Building Resiliency	9	45 minutes	
4 - People You Can Trust	10	30 minutes	
5 - Focus on the Positive	11	1 hour	Can be undertaken any time during term.
Pre or Post sessions	12	5 minutes	Can be undertaken at the start or end of any session.
Evaluation	13	5 minutes	Should be undertaken at the end of all sessions.

All the activities have been successfully trialled in schools with students ranging in ages from 5 to 13. Adapt and build on the ideas that work best for you and your students.

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## Step by Step introduction to the Catastrophe Scale and Ask Ed

*Please note that Lessons 1 to 4 and activities 1 to 10 have been designed to work through in order. However activity 12 can be undertaken as an introduction to or final demonstration for each lesson, while undertaking activity 13 after every session provides valuable feedback. Consequently these two activities have been placed at the start in order for you to read through prior to beginning Lesson 1.*

<p><b>Learning Intention</b></p>	<p><b>Activity 12. Resilience - Bouncing Back</b></p>
<p>Students understand the importance of bouncing back from a problem, not letting it weigh them down, and use ideas to manage the problem</p>	<p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• <b>A plastic slinky</b></li> </ul> <p>Finish any or all sessions using the slinky to show how you can be really ‘stretched’ sometime when you experience a problem (stretch out the slinky). Remember it’s important to share you problems with someone you trust. You can rate the problem on the Catastrophe Scale, ‘generate some ideas, manage the problem then bounce back, and get on with life.</p>
<p><b>Learning Intention</b></p>	<p><b>Activity 13. Evaluation - Tell me what you know</b></p>
<p>Students verbally provide feedback relating to the Catastrophe Scale, resilience and managing problems.</p>	<p>(Position yourself at the classroom door) As the students leave for recess, lunchtime break or home ask them to ‘<i>think first</i>’ then come and tell you as they walk out the door the answer to this question:  <b>What did you learn about the Catastrophe Scale and problems?</b></p> <p>The answers will amaze you and provide great feedback in relation to your students understanding of the Catastrophe Scale.</p> <p>Do the activity more than once. Other questions you could ask include:  <b>How will you use the Catastrophe Scale?</b>  <b>How are you going to use your resilience when you have a problem?</b>  <b>What important information would you tell other kids about the Catastrophe Scale?</b>  <b>Why is it important to get a problem out of your head?</b></p>

**LESSON ONE:**

Learning Intention	Activity 1. Introducing and Making a Catastrophe Scale
<p>Students understand the purpose of a Catastrophe Scale.</p>	<p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• <b>Four parts of the Catastrophe Scale (Pages 1,2 from the Kit)</b></li> <li>• <b>Six signs: No Problem – Worst Ever (Page 6 from the Kit)</b></li> <li>• <b>Poster: ‘Use the Catastrophe Scale to rate your problems’.</b></li> <li>• <b>A bag or box for all the items</b></li> </ul> <p>1. Create curiosity by drawing out the 4 parts of the Catastrophe Scale and 6 Signs from a bag or box - few ‘oohs and ahhs’ as you take the pieces out will keep students curious. Place the 4 parts of the Catastrophe Scale and 6 Signs on the floor or display board. (Students could be seated in a circle on the floor.)</p> <p>2. <i>‘All these pieces belong together in a display. Let’s see what ideas you have.’</i>            Select one student at a time to move and place a piece. Continue till all pieces have been placed, (it doesn’t have to be perfect.)  <i>Does anybody wish to make any changes before we move on?</i></p> <p>4. Next show the poster - Use the Catastrophe Scale to rate your problems.  <i>‘Now let’s look at the scale on this poster, does the display we have made look like the one in the poster?’</i>  <i>I am going to choose somebody to change one thing to make ours look like the one in the poster.’</i>            Choose one student at a time to do one thing that makes the display scale look the same as the poster, (If required)</p> <p>5. When the display is correct ask, <i>‘What can you see?’</i> Words, coloured numbers, numbers go up. Some of the number colours match the words.  <i>What do you think is the purpose of this display?</i> - A scale, something for measuring, things getting worse as the numbers go up.  <i>This is a called a Catastrophe Scale.</i>  <u>Discussion:</u> <i>What does the word catastrophe means, what other words mean the same?’</i> - it’s another word for a disaster, it’s when something goes wrong, it’s when something bad happens.  <i>What is a scale? What do we use scales for?</i> - baking a cake, to measure the ingredients, to measure the temperature, to weigh ourselves.  <i>We use the catastrophe scale to measure/rate how big a problem is.</i>  <i>This scale is used to rate problems from no problem to worst ever’.</i></p> <p>6. Show the poster ‘Use the Catastrophe Scale to rate your problems.’  <i>Now what else is on this poster that we are missing on our display?</i> – the cat and the speech bubble. Let students provide the answer then take Ed and the speech bubble out of the bag, hand to two students to place on the display. <i>This is Ed the Catastrophe Scale Cat. He is called Ed because one of his jobs is to Educate you about the Catastrophe Scale. His name is in the word Educate.</i>  <i>Why do you think a cat was chosen?</i> Educate has the small word cat and so does Catastrophe. <i>What is Ed saying?</i> ‘Use the Catastrophe Scale to rate your problems.’  <i>Hmm, how do we do that?</i></p>

**LESSON ONE continued**

<p><b>Learning Intention</b></p>	<p><b>Activity 2. Rating Problems according to the Catastrophe Scale</b></p>
<p>Students can give a 'fair' rating for a variety of problems</p>	<p>1. Explain that you can rate problems by using the Catastrophe Scale. Look at the words at the side and the different colours. How do they help?</p> <p>2. As you discuss different problem scenarios ask students to use their fingers to give each problem a 'fair' rating.  <i>Eg. Broke my pencil, Fell over and hurt my knee, Mum and Dad had a car crash, Someone I love has died, I lost my book, I had a bad dream, Mum came late to pick me up after school, I had a fight with my best friend, Someone called me names, I didn't get what I wanted, I got to school late one day, my pet was very sick, someone was annoying me.</i>          Discuss ratings chosen by students. Remind them to keep the problem in perspective and give a fair rating - not getting what you want is not a 10!</p> <p><u>3. Partner Activity:</u>          Partners 'think of' and discuss a problem, decide on a 'fair rating' that keeps the problem in perspective by providing justification for choice of rating. Share with 2 others partner groups.          Select partners to contribute to the discussion. <i>What was your scenario, what rating did you provide and why?</i>          (Move onto Activity 3)</p>
<p><b>Learning Intention</b></p>	<p><b>Activity 3. How Do Problems Make us Feel?</b></p>
<p>Students understand that problems create different feelings.</p>	<p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• <b>Set of Emotion Cards (<i>You will need to make your own set or record the words as you discuss</i>)</b></li> </ul> <p>ANGRY, SAD, ANNOYED, DISAPPOINTED, EMBARRASSED, IRRITATED, SCARED, ANXIOUS, STRESSED, WORRIED</p> <p>How does a problem make us feel? Discuss the emotions caused by problems. Use the emotion cards or write the words as you discuss how problems make you feel, place the cards on display. Students may wish to add more words to the list.</p>

**LESSON ONE continued**

<p><b>Learning Intention</b></p>	<p><b>Activity 4. What can you do about problems? Introducing the Ask Ed App</b></p>
<p>Students learn that every problem can be shared. It's important to get problems out of your head and not carry them around with you.</p>	<p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• <b>Poster 'Get your problems out of your head Ask Ed.'</b></li> <li>• <b>ipad with the Ask Ed app</b></li> </ul> <p>1. Show and discuss the poster. <i>Why is it important to talk about problems and get them out of your head?</i></p> <p>2. Explain Ed's second job - <i>To help you get your problems out of your head Ed is featured in an app called Ask Ed. His job is to guide you through your problem, teach you how to use the Catastrophe Scale and decide on ideas to manage the problem.</i></p> <p>3. Show the app and select a student to demonstrate by working through a 'real problem' There will be plenty of volunteers or alternatively work through a 'real life' problem you have experienced lately. (If you have an interactive white board available use to display the app.)</p>
<p><b>Learning Intention</b></p>	<p><b>Activity 5. How can I get a problem out of my head? Request to use Ask Ed</b></p>
<p>Students learn the importance of asking for help when they have a problem.</p>	<p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• <b>Ask Ed box for the request</b></li> <li>• <b>'I want to Ask Ed' request forms (enough for the whole class)</b></li> <li>• <b>Poster - Get those problems out of your head</b></li> </ul> <p>1. Show and discuss the 'I want to Ask Ed' request forms. Explain their purpose. <i>If you have a problem that is making you feel angry, sad, scared, annoyed (refer to the Emotion Cards) then write your name on the request and we will use the Ask Ed app together. It's important to get those problems out of your head and do something to manage them.</i></p> <p>2. Hand around the forms. Some students may say they have no problems and don't fill in a request form, that's ok! Students place the requests in the Ask Ed box. NOTE: You can work with the students using the Ask Ed app when time allows. See 'Organising Time' ideas at bottom of this document.</p> <p>Now move onto Activity 6 to continue making the Catastrophe Scale display</p>

**LESSON ONE continued**

<p><b>Learning Intention</b></p>	<p><b>Activity 6. Draw a Problem</b></p>
<p>Students nominate a problem experienced by them-self or other children and use criteria to draw an action picture showing the problem.</p>	<p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• <b>Fold and cut an A4 piece of paper into 8 pieces. Have enough for one per student.</b></li> <li>• <b>Must Haves</b></li> </ul> <p><i>'Now you will draw a problem you have, or a problem you know kids can have. Your drawing will go onto the Catastrophe Scale display.'</i></p> <p><u>Must Haves:</u></p> <ol style="list-style-type: none"> <li>1. Picture must show the problem.</li> <li>2. 5 or more colours</li> <li>3. A background</li> <li>4. No white spaces</li> <li>5. Perfect colouring</li> </ol> <p><i>Have some think time first, when you know the problem you are going to draw come and tell me then you can go and start your drawing.</i></p> <p>When the students have finished their picture go through the Must Haves with them <i>'Ok now what? Wait for them to say, Put my picture onto the Catastrophe Scale.'</i> Provide a small piece of blue tac for attaching</p> <p><b>TIP:</b> Select a few students to put up the scale in its permanent display spot before they start their drawing, promotes ownership.</p>
<p><b>Learning Intention</b></p>	<p><b>Activity 7. Make the Catastrophe Scale Title</b></p>
<p>Students independently colour and make the Catastrophe Scale Title (no teacher assistance).</p>	<p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• <b>Set of Catastrophe Scale Letters (see Page 3, Catastrophe Scale Kit)</b></li> </ul> <ol style="list-style-type: none"> <li>1. Place the letters randomly on the floor. When students have completed their problem picture and attached it to the Catastrophe Scale display ask, <i>'What do you do now?'</i> Point to the letters. <i>'Tell me what needs to be done.'</i> <i>'Colour in a letter.'</i> <i>'That's right - how will you colour it?'</i> <i>'Perfectly!'</i> (Refer to Number 5 on the Must Have) <i>'Excellent, get it organized please.'</i></li> <li>2. After all the letters are coloured let the students work out that the letters need to be put together to make the words Catastrophe Scale. Provide A4 paper folded and cut into thirds lengthways. Students can organize all the putting together and pasting.</li> </ol> <p>Allow the students to attach the title to the display. Great time to finish off with a class cheer for a job well done.</p>

## LESSON TWO

<b>Learning Intention</b>	<b>Activity 8. Snippet Sentence</b>
<p>Students write a 'snippet sentence' to match the problem they have drawn. Use criteria for the Snippet sentence.</p>	<p><b>Need:</b></p> <ul style="list-style-type: none"><li>• <b>Strips of paper, A4 folded lengthways twice then in half will provide 8 strips. Do enough for one for each student.</b></li><li>• <b>Must Haves List (You will need to write these.)</b></li></ul> <p>Students write a snippet statement that matches the problem they have drawn. Model three examples Eg Fell over – 3 Not so bad Friend is really sick – 6 Really Bad Car crash – 8 Terrible</p> <p><u>Must Haves:</u></p> <ul style="list-style-type: none"><li>• The 'snippet' matches you problem picture</li><li>• A rating and its meaning</li><li>• Correct Spelling</li><li>• Clear writing so everyone can read you work</li></ul> <p>Go through the Must Haves with the students when they have completed their snippet. Allow students to attach their snippet statement to the Catastrophe Scale next to their picture.</p> <p><b>Idea:</b> Take a photo of the finished Catastrophe Scale and share on Ask Ed Facebook with school permission or email the photo to the Ask Ed Team at <a href="mailto:info@ask-ed.com.au">info@ask-ed.com.au</a></p>

## LESSON THREE

Learning Intention	Activity 9. Building Resiliency - Duck Lips, Supermarket Razz and the Sad Sack Moper
<p>Students understand that some reactions to problems are not appropriate. Using the Catastrophe Scale to rate a problem puts the problem in perspective. Using a resilience statement can help build resiliency i.e. the ability to get over a problem, 'bounce back' and move on in a positive way.</p>	<p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• <b>Resiliency Statements (available on Pages 7,8,9,and 10 of the Catastrophe Scale Kit)</b></li> <li>• <b>Problem Scenarios Statements</b></li> <li>• <b>Head bands or hand held signs for <i>Duck Lips, Supermarket Raze, Sad Sack Moper</i> (You will need to make these.)</b></li> <li>• <b>Plastic Slinky (not essential but handy.)</b></li> </ul> <p><i>Duck Lips</i> is the pout children have when something doesn't go their way.  <i>Supermarket Razz</i> refers to a child yelling, kicking and screaming on the floor when they don't get what they want e.g. at the supermarket when the parent refuses to buy them something – it's an overreaction to a small problem.  <i>Sad Sack Moper</i> is a person who mopes about groaning and moaning about something that they don't like or something bad has happened to them. They just don't know how to sort the problem or won't bother trying to sort it out.</p> <p>1. Review the Catastrophe Scale lesson. <i>What have you learnt?</i> Discuss unrealistic reactions and ratings for problems. <i>Putting things in perspective is important - why?</i>            Show the 3 headbands or signs and discuss.</p> <p>2. Use three students to model each of the behaviours listed above. Word them up before hand. Sit them out the front, use a headband or give them a sign to hold then relate a scenario. They react accordingly. Here are some examples, add more of your own if you wish.  <i>Eg You can't go to your friends place after school.</i>  <i>you can't watch TV, you have to empty the dishwasher, you are not allowed to go to the movies. No, you can't have an ice-cream, go and tidy your room, no you are not getting a new game, you broke your pencil, you didn't get picked to play, you missed out on helping the teacher do a job, you couldn't think of an idea for your writing, you had to pick up your toys, you are not allowed to do down the street, you fell over and got a small scratch, you don't want to do your homework, you are not allowed to do something you wanted to do, you didn't get what you wanted, something happened that you didn't like.</i></p> <p><b>IDEA: Let the students work in pairs to write three examples on paper to fit each reaction, hand to you and use them during the activity.</b></p> <p>3. Discuss why these reactions are not appropriate. What else could you do instead?</p> <p>4. Introduce the Resiliency Statements. Discuss resiliency – <i>having the ability to bounce back from a situation and move on in a positive way</i>'.</p> <p>Give two statements each to the students seated out the front. Remove their headbands, relate the scenarios again but this time the students state the resiliency statement.  <i>Eg You can't go to your friend's house after school. That's ok I'll manage.</i>  <i>You have broken your pencil. I'm ok</i>  <i>I had a fight with my friend. I will be strong and use my ideas to sort this out.</i></p>

<p><b>Activity 9 cont...</b></p>	<p>5. Next place all the problem scenarios and resiliency cards around the room while students pair up. Students choose a scenario and a resiliency statement that is a best match. They will act out the scenario to the class and show the correct reaction only. Model first with a student. Provide up to 5 -10 minutes for selection and practice. Student one states the problem, while Student two states the resilience statement. Students don't read the cards they must learn to repeat them by rote.  Eg Student one says, <i>'You have had a fight with a friend.'</i>  Students two says, <i>'I'm going to use courage and beat this problem.'</i></p> <p>6. When students are ready they stand around the room in a circle. You stand in the middle. When all are ready you spin around, stop, point to one group and say 'Action'. Bob down so all can see. No clapping till the end. No need for discussion or comments. Repeat till all groups have had their turn.</p> <p>7. Question to the class. <i>'What did you learn?'</i>  Discuss the ability to manage a problem and 'bounce back. <i>'This is called being resilient.'</i> Good time to use a plastic slinky or use your arms to demonstrate being stretched emotionally then coming back to being yourself.</p> <p><i>Using a resiliency statement can help you feel better and stronger.</i>  If time allows let the students do a few more scenarios. The second and third time the performances will be much improved.  Resiliency cards can be stored near the Catastrophe Scale display. If a student has a problem use the Ask Ed process verbally or with the app. At the end the student selects a resiliency statement to assist them to 'bounce back.'</p>
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#### LESSON FOUR

<p><b>Learning Intention</b></p>	<p><b>Activity 10. People You Can Trust</b></p>
<p>Students will understand the importance of sharing problems with a person they can trust.  Students will nominate up to five people they can call on to help out with a problem,</p>	<p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• <b>White card, one piece per student, large enough to trace around their hand. (Good time to recycle cardboard boxes)</b></li> </ul> <p>1. Discuss the meaning of trust. Who can you trust and why?  <i>Hold up your hand and nominate up to five people you trust ie people you would be prepared to ask for help with any problem– one per finger. Turn and talk and share your nominations with one other student explaining why you have nominated each person</i></p> <p>2. Students trace around their own hand and record the five people they can call on to help with a problem. Decorate if you wish.  Ask students where they will keep their list. Remind them that if the list is lost they have their 'real hand list' to refer to anytime.</p>

**LESSON FIVE (Extra activity if you wish)**

<p><b>Learning Intention</b></p>	<p><b>Activity 11. Draw Ed and write a positive message in his speech balloon</b></p>
<p>Students understand the concept of a positive message, and how to use a speech bubble to convey a message. Students learn how to observe details and features when drawing a picture.</p>	<p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• <b>Drawing paper, half an A4 is fine.</b></li> <li>• <b>Ask Ed posters and the small Ed cards</b></li> <li>• <b>Copy of ‘Must Haves’ for display</b></li> <li>• <b>One speech bubble for each student or students can add their own.</b></li> </ul> <p>1. Discussions: <i>What is a message? What messages does Ed provide -why? What is a speech bubble? What does positive mean? What sort of message would Ed give to children? What message will you write in Ed’s speech bubble?</i></p> <p>2. Discussion: <i>What are details? How and where do you find details in a picture? What do we mean when we say look for a feature? Describe Ed’s features.</i></p> <p>Present the Must Haves for the drawing</p> <p><u>Must Haves:</u></p> <ul style="list-style-type: none"> <li>• Drawing shows 5 or more of Ed’s features.</li> <li>• Perfect colouring</li> <li>• Positive message in Ed’s speech bubble.</li> </ul> <p>Students use posters to observe details of Ed’s features. Add to the class display or take home for display and discussion with the family.</p>

### **Organising Time to Use the Ask Ed App**

After the students have completed a request to use Ask Ed, (Activity 5, 'I want to Ask Ed' request form) it will take organisation and time to work with each student. You are always 'flat chat' in class. Working through the Ask Ed app process with a student may take between 3 to 10 minutes.

### **Finding Time Ideas:**

- Use snack and lunch eating time
- Request assistance from leadership
- Pair up with a teaching partner. While one teacher is supervising an activity the other uses Ask Ed with their students. Swap over. Good time to do the Action Picture for the Class Display, Draw Ed, or People I Trust activities.
- Friday afternoons when students may be finishing off work or having Choosing Time
- Using five minutes of your own lunch time or recess
- After school with parents permission
- Make a timetable and let students book in a time to work with you.
- Immediately if a child is having a melt down (everybody will feel calmer, more relaxed and can move on in a positive way.)

### **Results:**

Using Ask Ed is time well spent. The problems students '*get out of their head*' can range from a 1 to a 10. You become a mentor and counsellor for your students as they work through the Ask Ed process.

[\(Check Tips for Parents and Teachers\)](#)

### **Rewards:**

- Everyone feels better.
- Students will have a plan of action to try.
- Teachers will reap the rewards by providing support and encouragement to students in a non-threatening format and contribute to the overall health and well being of their students.
- After using Ask Ed students generally feel very relieved.

### **Student Feedback:**

*It got the problem out of my head.*

*I feel like a weight has been lifted off my shoulders.*

*I am feeling much happier.*

*Relieved it's outside of me.*

*Hopefully everything will be fine.*

*Cleared things up, feel more relaxed.*

*Now I have ideas in my head.*

*Made me feel a bit happier.*

*Getting my problem to Ed was good because I don't usually do that 'cos I get a little bit embarrassed.*

*Fairly good, I have been a long time with the problem, it bottles up and weighs me down.*

Positive outcomes for everyone! Read a selection of [Success Stories](#) from the Ask Ed website.

**Follow Up:** After students have worked through the Ask Ed process it is recommended that you check in to see how they have managed. The Follow Up Process in the [Teachers Resource](#) section on the Ask Ed website provides ideas and goodies.

### Using the Catastrophe Scale and Ask Ed for Immediate 'day to day' problems

1. Use the **Ask Ed app** to work through problems that occur in the classroom or playground.
2. It may be enough to use the **Quick Rating Feature** on the app
3. Students could use the **Ask Ed form** (*I want to Ask Ed*) anytime to submit their names via a **Get those Problems out of your Head, Ask Ed** box in the classroom.
4. If you don't have an iPhone or iPad handy when one or more students approach you with a problem, **use the Ask Ed process verbally.**
  - What's the problem?
  - Where would you rate this problem on the Catastrophe Scale?
  - How are you feeling about the problem?
  - What ideas do you have for dealing with the problem?
  - What will you do now?
5. **Personal approach to a student** -use Ask Ed to work through a problem you have noticed e.g. coming late to school, not finishing work, friendship problems, stuck for ideas, social issues, having a melt down - any problem at all!
6. Turn your **static Catastrophe Scale display into an interactive area** where students can record the problem on a sticky note, attach to the Catastrophe Scale, rate the problem by placing a small Ed cat on the appropriate number and finally choose a resiliency statement to put next to their problem. When the problem is resolved the student removes the sticky note and throws it in the bin.

Our Ask Ed team welcomes feedback from students and teachers. Send you photos, ideas and success stories to [info@ask-ed.com.au](mailto:info@ask-ed.com.au)

