



# Positive Contribution

By Dr Andrew Wicking

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‘Positive Contribution’ is one of 9 domains measured by Resilient Youth Australia’s Resilience Survey.

Research indicates that making a positive contribution to school and community is associated with higher positive attitude, an increased sense of life satisfaction, increased academic achievement and decreased exposure to risky behaviours. Community contribution may include playing in sports teams, being a member of a club or community or charitable organisation.

## **Introduce community skillsets into the classroom**

Create opportunities for ‘people in residence’ programs within the curriculum. Get creative: an accountant in an accounting class, an artist in an art class, a local athlete in a sports or health or fitness class.

## **Introduce ‘Local Heroes’**

Establish activities/projects where students study, interview and create

storyboards of people in the local community who have demonstrated resilience or achieved success.

## **Involve students in the community**

Develop enterprise teams of students who study local business, survey customers and make suggestions about how to improve service delivery.

## **Invite adults to ‘Careers Night’**

Invite parents and former students from the school and adults from the community from a variety of vocations to come to the school to discuss career pathways with students.

## **Students design a ‘Welcome Ceremony’**

Engage students to help design and host a Welcome Ceremony where students celebrate new arrival students or students from other cultural backgrounds to a morning tea or lunch and welcome.

Students invite parents of those being welcomed.

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### **Hold an ‘Open Night’**

Ask students to help plan and host an event to showcase their work.

### **Encourage community service**

Encourage students to embark on extra-curricular and community activities to help a section of the local community. Student agency and empowerment can be significantly enhanced by allowing students to discuss and decide who and how they would like to be involved. For example, if students decided they would like sing to some local citizens toward Christmas time, would they like to sing carols to the elderly, or the young toddlers at the kinder nearby, or both.

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[This article is a modified and updated extract of Wicking A., Fuller A., Wicking P., ‘The Resilient Youth E-book’, © RYAL 2013.]

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