**TAKE THE SHOT**

Ever been in a ball game where you are passed the ball and have the chance to score for your team? In the microseconds you have to decide what to do, you quickly have to make a decision as to whether you will pass to another team member or take a risk and take the shot yourself. You might miss the shot and fail, but you might also get the ball in the net, hoop, goal.

Almost everything we do has some element of risk attached. Living life to the full requires an understanding of what risk is, how we calculate the level of its impact, and whether we decide to act despite the risks involved. All actions have outcomes. Actions that are not deliberate, or not thought through, can put us at risk of consequences that are out of our control. Having an understanding that life is full of risk: that there are risks that need to be taken, and risks that should be avoided, helps us to navigate through life, to live deliberately, joyously and to the full. Once we have done this, we can then make the decision to take the shot with confidence.

Motivational Media Limited

To Find out more, head t[o www.motivationalmedia.org.au](http://www.motivationalmedia.org.au)

*Life is like a camera.*

*You focus on what’s important,*

*capture the good times,*

*develop from the negatives,*

*and if things don’t work out,*

*TAKE ANOTHER SHOT.*

**1**

**Credits**

Producer: Will Smith Director: Jordan Flemming Camera operator: Jason Vanstone Editor: Andrew Millist Speakers

Maz Compton Madison Wilson

Chris Raine Ruth Lewis-Jones

Tony Hoang How Ridiculous

**Music Used (In order of Appearance):**

Seven Nation Army (Remix)- The Glitch Mob

About Today - The National

Be Brave - Sara Bareilles

To Build a Home – The Cinematic Orchestra

Snow (Hey Oh) – Red Hot Chili Peppers

Hurt – Johnny Cash

My Shot – The Hamilton Mixtape

Kids – MGMT Riptide – Vance Joy Dashboard – Modest Mouse Midnight City – M83

Contact – Daft Punk

**Videos showcased from:** People Are Awesome 2016

The Try Guys Get Photoshopped With Men's Ideal Body Types

TD Jakes: $100 Bill

Anchorman

The Lord of the Rings Series

Rocky II

Hello Sunday Morning

Project x

Jekyll and Hyde

Michael Franti

Robots

Lost

The Olympic Games

Australian Swimming Championships

The Pursuit of Happiness

How Ridiculous

Push Through it – RedFrost Motivation

**Special Thanks to** Bose Created by Big Yak Creative Produced by Motivational Media

**Empowering Resources:**

Esteem Designz

ChooseREAL Workshops

**2**

CONTENTS

To the Teacher…………………………………………………………………4

Module 1 START THINKING…………………………………………………7

Module 2 POSITIVE RISK v NEGATIVE RISK……………………………11

Module 3 DISCOVERY………………………………………………………25

FEEDBACK FORM…………………………………………………………...39

Set up Options………………………………..……………………..………..40

EMPOWERING RESOURCES – next steps……………………..………..41

We have included some empowering resources at the end – giving you additional ways to support the wellbeing and mental health of your students.

We share your commitment to helping young people develop skills that will enable them to lead healthy, productive lives and trust that you will find TAKE THE SHOT a valuable addition to your existing school programs.

**3**

**To the teacher**

*To the teacher* This resource guide contains teaching ideas designed to complement Motivational Media’s program for 2017, **TAKE THE SHOT*.***

**TAKE THE SHOT** is a presentation that contains powerful images and messages about the value of planning for our lives and making good choices in relationships with others. The songs, stories and comments in the presentation focus on the influence that we as individuals have on those around us.

**TAKE THE SHOT** presentation and lesson ideas within this guide will complement your school’s Health and Physical Education, Human Relationships Education, Personal Development or Religious Education programs.

In order to gain maximum benefit from this resource, it is strongly recommended that it be used in conjunction with an ongoing health, personal development, HRE and Life Skills, or Religious Education Program. It has been our experience that those schools which are able to make direct links between our program and their curriculum have a much better chance of achieving the goal of long term impact on the attitudes and behaviours of their students.

The teaching ideas provided in this resource require a classroom climate that is positive and supportive, where a level of trust has been established and students feel comfortable expressing thoughts and feelings without risk or fear of ridicule.

The **Start Thinking (Pre Presentation)** module provides suggestions for preparing students prior to the multi-media presentation. They are designed to raise an awareness of key concepts, establish a context and provide a purpose for the presentation.

The follow-up ideas are presented as suggested activities and worksheets designed to be integrated with existing class programs. The ideas are not sequential and require varying amounts of time. As such, the topics chosen for follow up, the number of ideas used, and the order in which they are presented, can be quite flexible.

**4**

*Module topics* Each module identifies learning outcomes and suggested lesson ideas. Use the activities provided to encourage students to reflect on and discuss the ideas on concepts in the **TAKE THE SHOT** presentation, and to maximise positive outcomes from the presentation.

*Group work* Many of the ideas in this resource guide utilise cooperative learning techniques and group work. When dividing your class into pairs or small groups, there are some basic methods that can be used:

● Students choose their partners

● Teacher allocates students according to factors such as gender or ability

● Students are grouped randomly

Some ideas for random groupings are listed below: Find someone who:

● Is wearing the same kind of shoes as you

● Has the same first initial as you

Write on slips of paper and distribute randomly to all class members. Students form groups by finding others who

‘match’ them:

● Maths – equations that have the same answer

● Recipes – ingredients for well known foods (eg. milkshakes, hamburgers)

Determine group numbers and distribute:

● Smarties (find others with the same colour)

● Cut up pictures (find others to complete the jigsaw)

Please note…

As with all our presentations, some of the issues raised may be sensitive for **some** students. It is therefore important for teachers and counsellors to be aware of these issues prior to the presentation, so as to provide a supportive environment where students feel free to approach staff and discuss any concerns they may have.

**5**

**Notes**

**6**

**Module 1**

**Start Thinking   
(Pre Presentation)**

*Learning outcomes*

By the end of this module, students will be able to:

● Identify key themes and issues that could be raised in the presentation

***Lesson Idea Take The Shot***

|  |  |  |
| --- | --- | --- |
| *Aim* | ● | The purpose of this exercise is to encourage students to start thinking about what the phrase “TAKE THE SHOT” might actually mean and how to take action in their own lives. |
| *What to Do* | ● | Write **TAKE THE SHOT** up on the board. |
|  | ● | Explain to students that they are going to view a presentation entitled **TAKE THE SHOT** that will look at the role of risk, making good choices and following their dreams. |
|  | ● | **THINK-PAIR-SHARE.** Give the students 30-60 seconds to think about what this phrase might mean. Pair with the person beside and share each other’s thoughts. Invite students to share their ideas with the rest of the class write examples on the board. |
|  | ● | Discussion could be based around the students taking risks, following a dream to make an impact in the world, or to become a sports star, do something they have always wanted to do or try. |

**7**

***Lesson Idea Messages***

|  |  |  |
| --- | --- | --- |
| *Aim* | ● | The purpose of this exercise is to introduce students to some of the key themes and messages that will be presented in **TAKE THE SHOT**. |
| *What to Do* | ● | Tell students that they are going to see a presentation called **TAKE THE SHOT.** |
|  | ● | Ask students to give some suggestions about what they think some of the issues or themes that may be presented in **TAKE THE SHOT**. Some suggestions are provided on the **Worksheet Messages*.*** |
|  | ● | Cut out the issues presented on **Worksheet Messages**. Distribute the issues to students and ask them to look out for their issues in the presentation, and be prepared to report back to the rest of the class after the presentation. |

***Lesson Idea Review***

***(during/after the TAKE THE SHOT presentation)***

|  |  |  |
| --- | --- | --- |
| *Aim* | ● | The purpose of this exercise is to refresh students’ memories about the stories in **TAKE THE SHOT**, and to get them to start to think about the key messages. |
| *What to Do* | ● | This worksheet can be distributed to students before they enter the presentation so notes can be taken during the presentation or distributed after the presentation has been viewed as a revision exercise. |
|  | ● | Using the **Worksheet Review**, ask students to recall the stories from the presentation and identify some of the actions taken by the people showcased in **TAKE THE SHOT** and the outcomes of these actions. |
|  | ● | NB: This exercise can either be done with the whole class, and the teacher can record responses on board, or in small groups or as individuals. |

**8**

**Messages**

Photocopy sheet and cut into pieces.

**9**

|  |  |
| --- | --- |
| See a need, fill a need | Failure is a stepping stone to success |
| Make an effort | Learn from our mistakes |
| Set a goal and go for it | Step up to the challenge |
| Know who your real friends are | Hard work pays off |
| Team work | Take inspiration from others |
| How can you make a difference? | Push your skills to the limits |
| Overcome bad situations | We can all make a difference |
| Make good choices | Life can be tough |
| Use your skills, gifts and talents | Actions have consequences |
| Step outside your comfort zone | Some risks are worth taking |
| Nothing good in life comes easy | Make the most of opportunities |
| Believe in yourself | Be an inspiration to others |
| Have perseverance | Challenges help you grow |
| Give generously | Do something everyday |

**Review**

|  |  |
| --- | --- |
| Ruth Lewis-Jones –  Esteem Designz & ChooseREAL Campaign | How did “taking the shot” change her life? |
| Chris Raine –  Hello Sunday Morning | How did “taking the shot” change his life? |
| Tony Hoang –  Pastor, School Chaplain, Youth Worker, Drug  Educator | How did “taking the shot” change his life? |
| Madison Wilson –  Olympic Swimmer | How did “taking the shot” change her life? |
| Brett, Scott, Derek –  How Ridiculous | How did “taking the shot” change the life? |

**10**

**Module 2**

**Positive Risk v Negative Risk?**

It may be helpful to introduce students to a basic understanding of the types of risks.

*Intelligent risk* Is there really such a thing as intelligent risk? Thinking through a course of action, calculating all the negative things that could happen, then balancing these against possible good outcomes may allow us to push ourselves out of bad friendship groups, unfulfilling jobs or poor grades. While we could be risking ridicule, immediate financial penalty or alienation from our peers, it could ultimately lead to a better outcome.

*Indispensable risk* It is not possible to grow and develop without taking some risk. It even seems that we are all hard wired to take risks: to take our first step, to try something new, to push our boundaries, to reach new heights. The trick is to understand that some risks lead to development and others to disaster.

*Intended risk* There are times when jeopardising our own safety in order to help others may result in an act of great courage. Understanding the personal risks involved but acting anyway can show true bravery and selflessness.

*Inherent risk* There are some actions that by their very nature have a high probably of resulting in dangerous, even perilous outcomes. If we were to rationally assess these actions, we probably wouldn’t go down that path, but under the influence of drugs, alcohol, or peer group pressure, we act without calculating the risk and end up potentially jeopardising our lives or the lives of others.

*Irresponsible risk* Taking foolhardy action without any thought for the risk involved shows lack of judgment. Texting while driving, sexual irresponsibility, hazardous planking and inappropriate friendships can all be high risk. Whilst resulting in short term gain, the long-term impacts can be devastating.

*Learning outcomes*

By the end of this module, students will be able to:

**11**

● Recognise that risk cannot be eliminated entirely from our lives

● Understand that taking risks can lead to great things and richer lives

● Analyse risks to assess likelihood and consequences

● Develop strategies to avoid or minimise risk

● Understand and utilise the decision making wheel in making good decisions

***Lesson Idea***

***A Life Without Risks?***

|  |  |  |
| --- | --- | --- |
| *Aim* | ● | The purpose of this activity is to highlight to students that risk is inherent in all our lives and can never be eliminated entirely. |
| *What to Do* | ● | Ask students to indicate whether they have taken any risks today by raising their hands. If any students indicate they have taken risks, invite them to share some examples. |
|  | ● | Ask students to reflect on their day so far. Invite them to share whether they consider their day to have been particularly risky. |
|  | ● | Explain to students that everyday of our lives is filled with risk. Demonstrate this with some examples from your own day. Examples may include: |

- Could have bitten your tongue while eating breakfast

- Could have fallen over while walking up the stairs to the class room

● Highlight to students that even thought there are risks inherent in many of the activities we do everyday, generally these are risks that we choose to accept.

● Distribute **Worksheet: A Life Without Risks?** As students to complete the worksheet thinking about activities they undertake as part of their everyday lives. How they could be eliminated and whether this would be reasonable.

● Conclude the lesson by highlighting to students that if we tried to eliminate all the risks from our lives, there wouldn’t be much left. We can allow ourselves to be paralysed by a fear of risk. However, by being aware of the risks we can make conscious decisions about which ones we will accept and which ones we will try to eliminate.

**12**

***Lesson Idea Good Risks?***

*Aim* ● The purpose of this activity is to develop students’

capabilities to recognise and take good risks.

*What to Do* ● Begin the lesson by reminding students of some of the good risks that were showcased in the presentation. Examples may include:

- Ruth taking the step to begin Esteem Designz

- Tony leaving his life of drugs, violence and friends

● Ask students to think of some examples of good risks that they may want to take. Invite students to share their ideas with the class. Some examples may include:

- Standing up for someone who is being bullied and risking having the bullies turn on you

- Taking on a new subject at school even though you

don’t know how you’ll do

- Accepting a great work experience opportunity even though it may mean you have less time for other things in your life (eg friends)

● Using the examples offered by students, lead a discussion about what makes a good risk. Some suggestions may include:

- Having a good motivation (eg helping someone else, improving our skills)

- Making a conscious decision to take on the risk

- Understand all of the potential outcomes

- Knowing what the preferred outcome is

- Ensuring you have sufficient information available to understand the risk

- Having the right skills and resources to take on the risk

● Distribute **Worksheet: Checklist for Action** to students. Explain to students that this checklist can be used as a ‘ready reference’ tool to remind them how to evaluate risks.

**13**

***Lesson Idea Good Risk in Action***

|  |  |  |
| --- | --- | --- |
| *Aim* | ● | The purpose of this activity is to develop students’  capabilities to recognise and take good risks. |
| *What to Do* | ● | Ask students to consider a scenario where someone is in danger (eg caught in a rip in the surf, fallen down a cliff face, about to touch fallen power lines) |
|  | ● | Distribute Worksheet: Good Risk in Action. |
|  | ● | Allocate some different situations to students. In pairs or small groups, ask students to complete the worksheet. |
|  | ● | Ask groups to give feedback to the rest of the class about their discussion. Invite students from other groups to comment on whether they would take a similar or different approach. Encourage students to think about the impact that their own backgrounds, experiences and skills has on the way they would choose to respond to risk. |

***Lesson Idea Words of Inspiration***

|  |  |  |
| --- | --- | --- |
| *Aim* | ● | The purpose of this activity is to introduce students to some inspiring quotes which can provide us with encourage make to take on positive risks in our lives. |
| *What to Do* | ● | Ask students to think about whether they have every heard or read some words which have given them encouragement to do their best and take on positive risks. (You may like to use the school motto, or a quote you know as an example.) |
|  | ● | Distribute **Worksheet: Words of Inspiration** to students. Ask students to identify one person in each group to act as scribe to record the group’s discussion, and one to be the reporter. Allocate one quote to each group and ask students to think about: |

- What the quote means

- An example or a situation that demonstrates the quote

- A suggestions as to how the intent of the quote can be applied to their own lives

● Ask each group to report back to the rest of the class about their discussions.

**14**

● Give other students the opportunity to provide alternative perspectives on the quotes, or real life examples of the message being put into action.

● Explain to students that having positive messages around us can help us work through challenges. Suggest to students that they write inspiring quotes in their diary or on pieces of paper to stick on their bedroom walls.

● Follow Up Activity: Have students either on computer or by hand, create a poster with a motivational quote that they relate to or are inspired by. The final products can be displayed in the classroom or taken home.

***Lesson Idea Tell the Story***

|  |  |  |
| --- | --- | --- |
| *Aim* | ● | The purpose of this exercise is to help students identify some of the factors contributing to and consequences of bad risks. |
| *What to Do* | ● | Remind (or show) students Tony’s story from the  presentation. |
|  | ● | Distribute **Worksheet: Tell the Story** to students. Ask students to imagine they are one of the people involved in Tony’s story. In pairs, get students to take turns interviewing each other to complete the worksheet. |
|  | ● | Invite students to report back to the class and discuss some of the different perspectives and responses. |

***Lesson Idea Word Find***

|  |  |  |
| --- | --- | --- |
| *Aim* | ● | The purpose of this exercise is to encourage students to think about some of the things that may need to work on in order to take the shot. |
| *What to Do* | ● | Distribute **Worksheet: Word Find** to students. Ask students to complete the word find by finding all the words in the list. |
|  | ● | Once students have found all (or most) of the words, lead a discussion with students about what all the words have in common. |
|  | ● | Ask students to choose 5 words and decide what they could do to take the first step to living out that word. |

**15**

***Lesson Idea Choices***

*Aim* In this activity students begin to learn a decision making strategy that will help them improve the quality of the choices they make.

*What to Do* ● Open a discussion on decision-making strategies.

Have you ever made a choice that resulted in a consequence that you did not want? Invite the students to share. How do we decide whether we should do something or not? How do you make a choice or a decision? If we want to improve our consequences, we have to improve our decision- making strategies.

● Distribute **Worksheet: Decision Making Wheel** to each student. Following the steps on the wheel, teach the students the process of clarifying the problem, then moving through the steps of thinking to come to a decision.

● Read the following scenario:

● It is recess. Everyone is out on the playing fields, including the teacher. You have to go the toilet. On the way to the toilet, you pass your class and notice that there is someone in the room. You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person’s desk and take something out of it. You quickly move past the door before you are seen. Just before the lunch bell rings, the students whose desk you saw your friend reach into, walks up to the teacher. A moment later the teacher announces that this student’s entire pencil case with pencils, pens and lunch money in it has been stolen. What do you do?

● Using the Decision Wheel as a guide, discuss the following questions with your students and scribe their answers on the board. Ask the students to use one of their Decision Wheels to record the answers to each question.

● 1. What is the problem?

● 2. What are the choices you have?

● 3. What do you think the consequences of these choices will be for yourself and others who are

**16**

involved?

● 4. What values do you need to consider?

● 5. How do you feel about the situation?

● 6. Is there anything else you need to learn about it?

● 7. Do you need to ask for help? Who will you ask?

● 8. What is your decision?

● 9. Do you think you made the right decision? Why?

● Announce that you are now going to read a second scenario. The students will use their second wheel to analyse this story on their own.

● You are alone with your best friend at your best friend’s house. He/she goes to a drawer in his/her wardrobe and pulls out a pack of cigarettes. He/she lights up and invites you to do the same. What do you do?

● Ask the students to fill out their decision wheel, filling in the hub of the wheel first and then filling in their answers to each of the areas of the pie. Close with a full room share. Ask students to share their process and the results they came up with.

**17**

**A Life Without Risk?**

Think about some everyday activities you do. What risks are associated with these activities? Can they be eliminated? Is this reasonable?

|  |  |  |  |
| --- | --- | --- | --- |
| An everyday  activity I do is… | A possible risk  associated with this  activity is… | The risk could be  eliminated by… | Is this reasonable?  (Yes/No) |
| Eg. Download photos from my camera onto the computer | My computer will crash and my photos will be lost. | Not transferring photos to the computer. | No |
|  |  |  |  |
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|  |  |  |  |
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**18**

**Checklist for Action**

Understand the situation



Look around you, ask questions, seek advice, undertake research.

Identify possible outcomes



Think about both the good and bad outcomes that could eventuate.

Determine desired outcome



What would be the best outcome that could occur?

Determine the action required to achieve the desired outcome



Think about whether you or someone else is best placed to take this action.

Ensure support is available



You may need to access additional skills, resources or equipment to take the required action

Minimise the likelihood and consequences of negative outcomes



We can’t always guarantee that our desired outcome will be achieved. Think

about how the negative risks can be minimised. TAKE ACTION!

**19**



**Good Risk in Action**

My situation is: Understand the situation



What do you know about the situation?

Identify possible outcomes



What are the possible outcomes of the situation?

Determine desired outcome



What do you think is the best outcome that could occur?

Determine the action required to achieve the desired outcome



What action needs to be taken to achieve the desired outcome?

Ensure support is available



What additional skills, resources or equipment are required to take the action?

Minimise the likelihood and consequences of negative outcomes



What can you do to minimise negative risks?

TAKE ACTION!

**20**



**Words of Inspiration**

“The difficulties in life are intended to make us better, not bitter.”

Unknown

“I can accept failure. Everybody fails at something. I can’t access not trying. Fear is an illusion.”

Michael Jordan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| “You’ll always miss 100% of the shots  you don’t take.”  Wayne Gretzky | |  | “Risk comes from not knowing what you’re doing.”  Warren Buffet | |
|  | Most people live and die with their music still  unplayed. They never dare to try”  Mary Kay Ash | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | “Go out on a limb. That’s were the fruit is.”  Jimmy Carter | | | |  |
| “Do one thing everyday that scares you.”  Eleanor Roosevelt | |  | “If you risk nothing, then you risk everything.”  Geena Davis | | |
|  | “There can be no great accomplishment without risk”  Neil Armstrong | | |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | “Never give in. Never give in. Never give in.”  Winston Churchill | | |  |
| “A ship is always safe at the shore, but that is not what it is built for.” Albert Einstein | |  | “Motivation is what gets you started. Habit is what keeps you going.”  Jim Ryun | |

“Don’t be pushed by your problems. Be lead by your dreams.”

Unknown

Each step forward, no matter how

small, is one step less to be taken.”

Unknown

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | “We learn wisdom from failure much more than from success.”  Unknown | | |  |
| “It is never too late to be who you might have been”  George Elliot | |  | “The greatest discovery of all time is that a person can change their future by merely changing their attitude.” Oprah Winfrey | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| “The greatest pleasure in life is doing  what people say you cannot do.”  Unknown | |  | “A thousand mile journey begins with  one step.”  Mao Tse Tung | |
|  | “It always seems impossible until it’s done.”  Nelson Mandela | | |  |

**21**

**Tell The Story**

Create a title for your story:

Your Task: Interview one of the people involved in Tony’s story.

Interview with:

Key questions:

In your own words, what happened in Tony’s life?

What decisions / factors contributed to what happened to Tony?

How has Tony’s choices impacted on your life?

What would you have liked to have done differently?

**22**

**Word Find**

How many words can you find?

Value Identity Choices Brave Motivation Challenge Compassion Discipline Goals

Risk

Habits

Team player Dream Selflessness Generosity Learning

Fun Growth Inspiration Action

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| C | D | O | Z | M | R | A | L | O | E | P | S | N | I | D | D | S | H |
| Q | H | S | G | E | A | E | C | N | J | E | O | O | D | L | F | T | V |
| S | U | A | Y | N | A | F | I | T | L | T | B | I | E | U | Z | I | A |
| T | B | A | L | R | I | L | L | F | I | R | P | S | N | O | C | B | L |
| D | L | H | N | L | P | T | L | H | A | O | N | S | T | H | Z | A | U |
| P | F | I | N | I | E | E | T | V | B | W | N | A | I | F | S | H | E |
| Z | N | J | C | O | S | N | E | E | J | A | M | P | T | Q | U | V | Y |
| G | Q | S | X | S | I | V | G | T | S | A | F | M | Y | S | F | N | N |
| J | I | X | M | Y | R | T | C | E | E | G | R | O | W | T | H | I | C |
| D | G | E | L | I | Z | D | A | T | J | S | E | C | I | O | H | C | T |
| S | S | D | W | A | W | V | T | V | G | H | F | A | S | L | L | O | Q |
| S | G | M | D | D | O | J | J | E | I | D | H | F | K | Y | F | E | M |
| M | A | E | R | D | P | G | F | N | M | T | Q | X | S | G | H | S | R |
| B | L | M | X | C | N | W | D | Q | N | K | O | X | I | E | Q | E | N |
| N | O | I | T | A | R | I | P | S | N | I | W | M | R | H | A | V | E |
| G | E | N | E | R | O | S | I | T | Y | H | M | F | Z | H | H | P | X |
| P | L | F | A | U | Q | M | B | J | C | V | W | S | B | C | Z | X | Z |

What do the words have in common?

Identify 5 words that can help you take the shot towards doing something positive to achieve your goal/s. Explain what you could do to make this part of your life and act today.

1.

2.

3.

4.

5.

**23**

**Decision Making Wheel**

This wheel will help you to make better choices in your life. When you have an important decision to make, start by stating the problem in the hub of the wheel.

Next, move through the 9 choices, one by one. When you have a decision to make fill in the blanks.



**9 2**

**3**

**8**

Assess

Decision

Choices

Decision

**1**

Problem Consequences

Who Can Help?

Values

More

Info

**7**

Feelings

**4**

**6**

**5**

**24**

**Module 3**

**Discovery**

*Learning outcomes*

By the end of this module, students will be able to:

● Recognise the difference between inner and outer identity

● Understand what can influence the development of an identity and how it can change over time

● Make considered decisions to take on good risk

● Identify sources that are available to assist them in realising a dream, achieving a goal and taking a risk to take the shot

● Understand that stepping out of their comfort zone can be a positive thing and a step in the right direction

● Consider how they can have a positive impact and make a difference in their world to bring about

change

***Lesson Idea Who am I? Outer and Inner Identity***

|  |  |  |
| --- | --- | --- |
| *Aim* | ● | This activity is designed to raise awareness of how we perceive others and ourselves. |
| *What to Do* | ● | Explain to students that your identity is developed as you grow up relating to particular people in particular places. You identify as part of your family because that is what you have learned to become. You identify as Australian because you are a citizen. When you start at school you identify as a student. If you join a sports team you take on “team member” as part of your identity. |
|  | ● | Distribute **Worksheet: Mind Map – Outer Identity** and have students answer it about themselves. |
|  | ● | Take a look at what they have written. This is called identity or the sense of who you are. Students might use identity terms such as: girl / boy, member of family, son / daughter of … brother / sister of… , grand son / daughter of …’s friend, only child, student at … , niece / nephew of… , cousin of … , athlete, musician, Christian / Buddhist / Muslim/ Aboriginal person. |

**25**

● Next explain to students the difference with inner identity that is more about the way you feel, how you act and what you think and say. This stuff is a lot more subtle and hard to identify. It’s about: personality, cultural background, feelings and thoughts about ourselves and others, emotional responses to life, how we respond and deal with stresses and challenges, how we communicate, how we respond and deal with others in our lives, how connected we feel to other people, our friends and family, and our relationships.

● Distribute a second copy of **Worksheet: Mind Map – Inner Identity**. Have students complete again, this time thinking about their identity in inner terms. They may use words or phrases such as: girl/ boy, out-going, energetic, affectionate, distant and cool, quick to anger, shy of large groups, a lone-wolf, lacking in natural talent, unhappy, a good deal, reliable, a gossip, I swear a lot, I can talk to all people, very verbal, quiet, noisy, athletic and physical, friendly, approachable, simple in my thinking, not confident, hard working, positive about myself, trustworthy, can’t keep a secret, I like animals more than people, artistic, logical, traditional, confident, emotional, talented, short of energy, happy most of the time, a good friend, loyal, I hit people sometimes, I love animals, I prefer computer games.

● Once mind map is completed, allow students 5 minutes to find as many people as they can who have written the same or similar identities. This is a good activity where students may discover others who have similar identities to them that they may not have been aware of. It shows us that we can appreciate what is unique, but also what we share with others.

● Sometimes people wear badges or custom-printed T-shirts that, incidentally, make statements about their identity, eg. a badge that says ‘ footy rules’. As a concluding activity, you could have students design a badge or T-shirt that makes a statement about their identity based on their responses in the mind maps. Suggest that they then share each other’s designs and identify if anyone else came up with a similar design.

**26**

***Lesson Idea Developing an Identity***

*Aim* ● The purpose of this exercise is for students to look at the development of their identity over time and identify the influences that have shaped it.

*What to Do* ● Prior to the lesson, have students bring in a photo of themselves between the age of 6 and 10.

● Ask for some volunteer students to share their photos with the class. This could be humorous! You can get the students to identify what things are similar or different.

● Now have each student look at their individual photo and think about the following questions:

a. How has your identity changed over the years? Try to look beyond change of hair colour and ear piercings.

b. Look at some photos of yourself in the past.

c. Can you remember how you saw yourself at an earlier stage in your life? This is not so easy to do.

d. Try to recall that past identity. What influenced your

identity.

e. Is that still part of the way you see yourself now?

● Distribute magazines to each student. Have them find and cut out three pictures of people at different stages

of life and glue in the middle of a blank piece of A4

paper.

● On the paper, students can:

- - identify that stage of life the person is in; identify what identity the person may have owned at that age;

and identify where the influences of this identity may have come from

● Conclude with a discussion about how our identity is shaped by the people, circumstance and the environment around us. Particularly point out that it is important to allow positive things to influence your identity and who you are.

**27**

***Lesson Idea Take the Shot!***

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| --- | --- | --- |
| *Aim* | ● | The purpose of this activity is to encourage students to take on positive risks to achieve great things. |
| *What to Do* | ● | Invite students to suggest some of the goals they may have in their lives. Record these on the board. Remind students of the importance of having SMART goals – ie goals that are Specific, Measurable, Achievable, Realistic and have a clear Timeframe. For more information on SMART goals, the following website might be useful -<http://www.yourcoach.be/en/coaching-tools/smart-> goal-setting.php |
|  | ● | As students to review the suggested goals and revise any that are not SMART. For example: |

- I want to do well in maths – I want to get a B+ on my next maths exam

- I want to have more money – I want to save $100 before the next holidays

● Talk to students about the importance of having a clear plan for how we will reach our goals – particularly in helping us to manage the risk we may face in striving for our goals.

● Distribute **Worksheet: What’s Your Dream?** and ask students to complete it based on one of their own goals. Invite students to share their plans with the rest of the class. You may like to review students’ progress in achieving their goals later in the school year.

**28**

***Lesson Idea My Safety Net***

|  |  |  |
| --- | --- | --- |
| *Aim* | ● | The purpose of this exercise is to help students identify the sources of help they have available to them. |
| *What to Do* | ● | Discuss with students the idea that one of the things that can help us to avoid risky decisions or situations is having a strong safety net – the people around us who help us to make good decisions and help us to cope with negative consequences if bad things do happen. |
|  | ● | Distribute **Worksheet: My Safety Net** to students. Ask students to complete the worksheet by identifying people or resources that make up their own safety net and what sort of support they offer. Examples may include: |

- My mother. Supports me by setting an example for good decision-making.

- Guidance counsellor. Helps me think about the options I have

● As they are completing the worksheet, highlight to students that for some of us our safety net will be made up of lots of people we know we can rely on. For others it will be just two or three key people.

● Invite students to share some examples with the rest of the class.

● If they haven’t already been mentioned, inform students of any other local resources (eg School Chaplain) available to all students that should also be included.

● Encourage students to keep the Worksheet somewhere handy so they can refer back to it if and when they need it.

**29**

***Lesson Idea Step Outside & Be Brave***

*Aim* ● The purpose of this activity is to highlight to students that sometimes it takes guts to step outside of our comfort zone to make a positive difference.

*What to Do* ● Lead a brainstorming session with students about situations where teenagers might be scared of the outcome. Suggestions may include:

- Public speaking

- Saying “no” if you don’t want to do what your friends

are doing

- Being honest with a friend you’re worried about

- Helping in a community organisation

- Standing up for what you believe in.

● Write some of the suggestions on the board.

● Point out to students that in all of these situations, there are at least two possible ways to respond. It is important for students to consider the consequences and realise that the right or safe course of action is often not the easy one.

● Divide the class into small groups and distribute **Worksheet: Step Outside** and also a situation card from **Worksheet: Step Outside – Situations**.

● Ask students to complete the worksheet and then have a representative from each group report back to the class.

● Conclude the activity by emphasising to students that if you don’t have the guts to go out there and try, you are never going to grow as a person. Comment that often if we want to make an impact or a difference, we need the courage to say “no” or “yes”, depending on the situation.

**30**

***Lesson idea Positive Role Model***

*Aim* ● The purpose of this activity is to highlight to students that they can be role models to bring about a positive change.

*What to do* ● Lead a brainstorming session with students to develop a definition of “role model”. You make like to suggest the following as a definition:

- “A person whose behaviour and attitudes are considered important or influential, and are often copied by others.”

● Highlight to students that role models may not always be positive, and others may also copy negative behaviours and attitudes.

● Invite students to suggest examples of the types of people who may be considered role models and also some specific examples. Suggestions may include:

- Parents

- Sporting stars

- Ruth Lewis-Jones

- Madison Wilson

- Peter Garrett

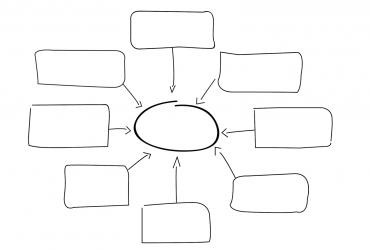
● Distribute **Worksheet: Positive Role Model** to students and ask them to complete it.

● Invite students to report back to the rest of the class.

● Conclude the lesson by challenging students to think about how they can be a positive role model for the people around them.

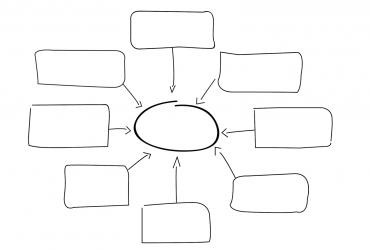
**31**

**Mind Map – Outer Identity**



**32**

**Mind Map – Inner Identity**



**33**

**Step Outside**

Situation:



|  |  |
| --- | --- |
| What could the person be afraid of? | |
| It would be easy to … | It would take guts to … |
| But (what could happen) … | But (what could happen) … |

**34**

**Step Outside - Situations**

Photocopy sheet and cut into cards. Write additional suggestions on blank cards.

|  |  |
| --- | --- |
| While Jason was babysitting he accidentally dropped a coffee mug on the kitchen floor and it broke. It was one of a set of six. | Mark has badly injured his neck playing football. He is in hospital unable to move his legs or arms. |
| At the school camp, Hailey’s group is  doing abseiling. | Claire has been asked to read a poem at  her grandfather’s 80th birthday party. |
| Josie is out with her friends and it’s time to go home. Someone says they should stay in town longer and get the next bus. Josie wants to go now because she promised to take her little brother to the park before dinner. | Mario’s father has had quite a few drinks by the end of Mario’s birthday party. He’s insisting he drive Therese home, as was planned. |
| Holly and her two friends are at the beach. Her older brother wants them to go for a drive to the next beach with him and his friend. The boys have been drinking and the girls don’t want to go. | Sam is feeling uncomfortable about the things an older student is saying and wants him/her to stop. |
| Andy’s friends think it’s funny to tease his little sister, but Andy doesn’t want to join in because he doesn’t think it’s fair. | Connie is worried because her friend is getting drunk every weekend. |
|  |  |

**35**

**Positive Role Model**

Write the name of a person you think is a positive role model.

What is it about this person that you admire?

What are his or her accomplishments?

How has this person made a difference to others?

What goals do you think she/he might have set?

You as a role model!

Identify two people who might regard you as a role model:

Why do you think it might be important to be aware that others regard you as a role model?

**36**

**What’s Your Dream?**

In order to take the risk, and pursue our goals, we all need a plan. Complete the following to develop a plan to achieve your own goals.



Some risks I might encounter in achieving this goal are:

●

I will manage these risks by:

●

● ●

● ●

● ●

● ●

● ●

**37**

**My Safety Net**

One of the things that can help us avoid risky decisions or situations is having a strong safety net – the people around us who can help us to make good decisions and help us to cope with the negative consequences if bad things do happen.

Identify who makes up your ‘safety net’. Consider your family, friends, work colleagues and teachers. Try and be specific about the person and how they support you.

**38**

Some of us may have lots of people we know we can rely on. For others it will be just two or three key people.

Other sources of support: Life Line

131 114

Kids Help Line

1800 551 800 [www.youthbeyondblue.com](http://www.youthbeyondblue.com)

**Feedback Form**

SCHOOL NAME:

DATE OF PRESENTATION: Grades present

What was the overall response from the students regarding **TAKE THE SHOT**?

What was the overall response from the staff regarding **TAKE THE SHOT**?

Was **TAKE THE SHOT** at an appropriate level for those in attendance? Yes/No

Was/will the follow up Resource Guide lessons be utilised with your students? Yes/No

Would you recommend **TAKE THE SHOT** to other schools? Yes/No

Any other comments?

Please rate the following. 1= Strongly agree 10= Strongly disagree

**TAKE THE SHOT** entertains, holds audience interest and provokes reaction.

**TAKE THE SHOT** exhibits a high standard in regards to the production.

**TAKE THE SHOT** exhibits a high standard in regards to their staff.

**TAKE THE SHOT** is value for money.

**TAKE THE SHOT** addresses relevant issues.

Are there other issues that you would like to see included?

Teacher:

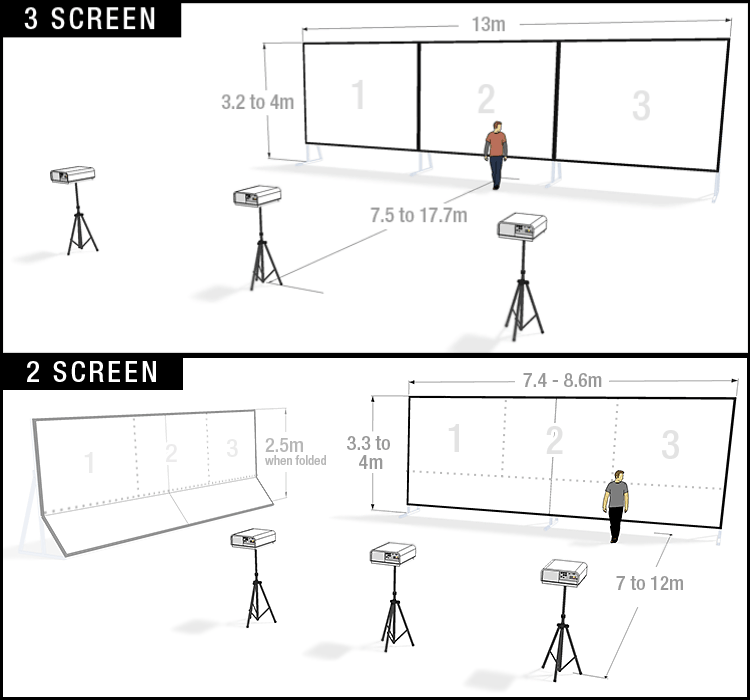
Signature:

PLEASE RETURN FEEDBACK TO JASON [(bookings@motivationalmedia.org.au)](mailto:bookings@motivationalmedia.org.au)

**39**

**SET-UP OPTIONS**

BEFORE THE START OF THE PRESENTATION THE TECHNICIANS WILL NEED THE FOLLOWING:



SET-UP HELP

We will need 4-6 people to help unload our van and set up the

equipment. We will also need them

to take down the equipment after the presentation.

ROOM SIZE

Our full 3 screen size is 13m wide by 4 m high. Our DVD projectors

need to be set-up between 8m and

18m away from the screen. We can also do a 2 screen set-up in a

smaller room. A 2 screen set-up is

8.6m wide by 2.5m – 4m tall, and requires a projection distance of

between 7m to 12m.

DARKNESS

**40**

Our programs require darkness to project our images onto the screens.

The darker the room is, the better.

Windows, doors and skylights and other areas that allow light in need

to be covered. Please discuss your

school’s requirements before your

presentation date.

SCHEDULING

Please allow a minimum of 2 hours before the presentation for

equipment set-up and 1 hour after to

take down. For multiple screening at the same location, allow 5-10

minutes to leave/arrive. The running

time for the program is approx. 40 minutes.

**Empowering Resources – Next Steps**

**Esteem Designz + ChooseREAL Campaign**

We understand that **schools** have a **vital** and **privileged role** in the **development of students'** MENTAL HEALTH, identity, personal growth, and ability to cope with change and difficulties. We would love to **partner with you** to achieve this.

**75% of girls suffering from low self-esteem are engaging in self-destructive behaviours, disengagement, depression and even suicide;** **we must break this cycle.**

We offer 2 highly engaging, transformational and ready to go resources to equip and empower our girls and invest in their potential. Both supporting schools’ wellbeing framework, mental health strategies, PDHPE Personal Development and leadership.

**Esteem Designz Program** – is a nationally implemented Mental health resource building self-esteem, identity and confidence in girls – all through creativity. The Design Projects are expressive and practical tools / coping strategies that help girls navigate these challenging years and continue to use throughout life.

**Esteem Designz Info Pack –** [**http://bit.ly/1UkpO2p**](http://bit.ly/1UkpO2p)

[**www.esteemdesignz.com.au**](http://www.esteemdesignz.com.au)

Film – Program in Action – <https://www.youtube.com/watch?v=9q7SiYtNrDA>

Film – Introduction to Esteem Designz – <https://www.youtube.com/watch?v=UKA9OEMQTUk>



**41**

**ChooseREAL Campaign** – global movement and empowering community providing platforms and resources to empower girls and women to stand together in their journey of embracing and celebrating their REAL identity and value, and living the life they CHOOSE.

**ChooseREAL Workshops** provide an interactive incursion engaging girls in stories, insights, practical tools, sharing and breakout activities to shift the way they see themselves, others and the world. Not through distorted filters, media, their past, mistakes, the opinions of others, unrealistic expectations, disempowering mindsets, challenges... the list goes on… But as they are – as whole, complete, not lacking, worthy and **more than enough**.

**Workshop Info Pack –** [**http://bit.ly/2nqyBZ1**](http://bit.ly/2nqyBZ1)

ChooseREAL Film – <https://www.youtube.com/watch?v=SG1G1_3XM5A>

[**www.chooseREALcampaign.com**](http://www.chooseREALcampaign.com)





**Contact us today! Together we can make lasting impacts in the lives of our girls.**

Ruth Lewis-Jones

[ruth@esteemdesignz.com.au](mailto:ruth@esteemdesignz.com.au)

0415 995 019 | 02 9523 7297

We are creating a shift in our culture of TRUE acceptance (of ourselves and others).

**42**