



CRASHING INTO **POTENTIAL**

Bachelor Program Students Workbook



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Wellbeing

Overcoming Adversity Pillars

USE **GOALS** AS A ROADMAP

TAKING RESPONSIBILITY FOR OUR **CHOICES**

DEVELOP A **GROWTH** MINDSET

USE **PERSEVERANCE** TO ACHIEVE YOUR GOALS

SMAART Goals

S – **SPECIFIC** (WHAT DO YOU SPECIFICALLY WANT TO ACHIEVE?)

M – **MEASURABLE** (HOW CAN YOU MEASURE YOUR SUCCESS?)

A – **ATTAINABLE** (THE GOAL MUST BE ATTAINABLE)

A – **ASPIRATIONAL** (MAKE SURE THE GOAL IS ASPIRATIONAL)

R – **RELEVANT** (DOES THE GOAL HAVE RELEVANCE IN YOUR LIFE?)

T – **TIME SENSITIVE** (GIVE YOURSELF A TIMELINE)

WHO IS YOUR ACCOUNTABILITY PARTNER: _____

LONG TERM GOAL

Goals	Challenges

YEARLY GOAL

Goals	Challenges

MONTHLY GOAL

Goals	Challenges

WEEKLY GOAL

Goals	Challenges

DAILY GOAL

Goals	Challenges

Tom's Roadmap

LONG TERM GOAL

Goals	Challenges
Start my own coffee shop – Project Latte	- Money - Fear of failure - Business knowledge

YEARLY GOAL

Goals	Challenges
Complete business course at the top of the class	- Putting in the effort
Find the best location	- Knowing where is "good"
Learn marketing skills	- Affording it

MONTHLY GOAL

Goals	Challenges
Learn how to make good coffee	
Find and enrol in business management course	
Research other coffee shops	

WEEKLY GOAL

Goals	Challenges
Create a business plan	- How do I write a business plan?
Save X dollars	- Bills/expenses
Work X hours	- Time

DAILY GOAL

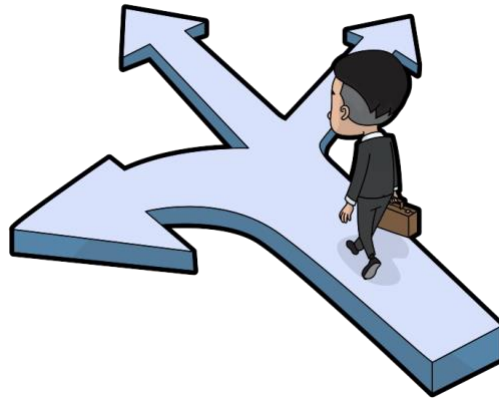
Goals	Challenges
Read books – Research coffee	
Make connections	- Finding people to connect with
Work X hours	- Restrict spending

Motivation

Think of a time when you felt really motivated to do something. What was it, and what made you so driven?

Write down 3 or more things that will keep you motivated to achieve your goals

1. _____
2. _____
3. _____
- + _____
- + _____
- + _____



Choices

Write about a time in your life when you experienced adversity. It doesn't matter if it was big or small, just write about a time in your life that was hard to get through.

COMMON ADVERSITIES PEOPLE FACE IN LIFE

Imprisonment

Major accident

Severe personal injury

Illness

Getting fired from work

Having a child

Parents lost their job

Financial difficulties at home

Parents divorcing

Break up with a partner

Changing careers

Trouble with boss

Increase in work hours

Failures at school

Being bullied

Living in an unsafe home or

neighbourhood

Expulsion from school

What choices do we have in the face of adversity?

Look at the adversity that you wrote down and tell me how it made you feel?

How could you have responded differently to make yourself feel better?

When did you make a GOOD choice?

How did it make you feel?

When did you make a BAD choice?

How did it make you feel?

How did I eventually move on after my accident?

Write 5 ways to take responsibility for our choices

1. *Stop blaming others – When you blame others, you give up your power to change.*

2.

3.

4.

5.

Did you take responsibility for your BAD choice or the way you felt? If not, what reason did you give?

Did you take responsibility for your GOOD choice or the way you felt? If not, what reason did you give?

What does 'TAKING RESPONSIBILITY FOR OUR CHOICES' mean to you?

What excuses could Tom have made for not starting Project Latte?

The Power of Choices

THE STORY OF NELSON MANDELA:

What do you think he meant by the quote “

“IF I HAD ALLOWED MYSELF TO BECOME BITTER, I WOULD HAVE DIED IN PRISON”?

Why do you think he chose to think like this?

How would you feel if this happened to you and what would you tell yourself in order to keep going?



Mindset

FIXED

GROWTH

In your own words, what is a **Fixed** Mindset?

In your own words, what is a **Growth** Mindset?

Reframing Your Mindset

WHAT CAN WE SAY INSTEAD?

FIXED MINDSET	GROWTH MINDSET
Instead of saying...	Try saying ...
I can't do this!	<i>Example – I need some help doing this</i>
This is too hard!	<i>Example – It will take me some time to get this</i>
I give up!	
I tried and I couldn't do it!	
It's good enough!	
I'm just not good at this!	
I'll never get this!	
I'll never be good enough!	
It will never work!	
I'll never be as smart as my friend!	
This is as good as it's going to get!	
I'm not very smart!	
I'm dumb!	
I'll never get the opportunity!	
I already know it all!	
That's too much effort!	
I don't need practice!	
It didn't work!	

Reframing Your Mindset

Identify a fixed or a growth mindset in yourself. Write down a time in your life that you either gave something up or put in hard work to achieve something

Write 5 areas of our lives that can be improved with a growth mindset

Example – school grades

1.

2.

3.

4.

5.

What would you say to Adam to help encourage him to try again and build a growth mindset?

Gratitude

Write one sentence about how you would feel if you lost everything

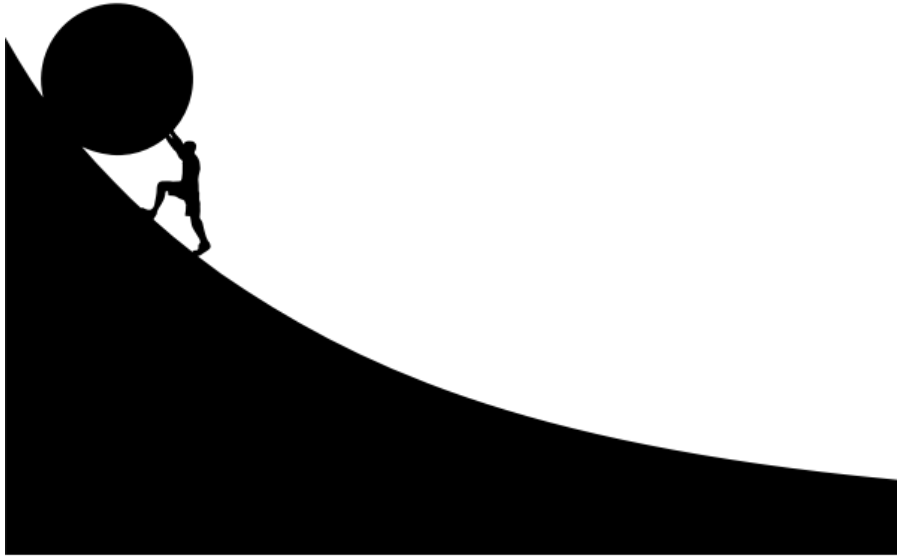
Write one sentence about how you would feel if you woke up and everything had been restored

Write one sentence about the way you feel when you think about something that you don't have

One thing that made you happy today:

One thing that makes you happy in life:

One person that you are thankful for today:



Perseverance

The Coronel Sanders

What's one lesson you've taken from the story of Coronel Sander and why?

What do you think motivated Coronel Sanders and why?

Give one example of a time when Coronel Sanders used a growth mindset

J. K. Rowling

What's one lesson you've taken from the story of J. K. Rowling?

Name one goal that J. K. Rowling had and how she used perseverance to achieve it.

What did J. K. Rowling and Coronel Sanders have in common?

Sir Richard Branson

What were the similarities between The Coronel Sander, J. K. Rowling and Sir Richard Branson?

What were they feeling at their lowest points?

The Coronel Sander: _____

J. K. Rowling: _____

Sir Richard Branson: _____

Which adversity was the hardest to overcome? Why?

How important are your accomplishments today and will they determine the person you grow up to be?

Recap

The Coronel Sanders:

- Born in 1890
- He lost his father at 6 years of age
- Left school and moved out of home at 13 years of age
- Joined the army at 16 years of age
- Married with 3 kids at 20 years of age
- Studied and practised law at age 20]
- Started a successful boat company at 30 years of age
- Took a job as a secretary at the Chamber of Commerce at 32 years of age
- Worked for Michelin Tyre Company
- Ran 2 service stations at 40 years of age
- He was a supervisor for 10 years
- Franchised his 'secret recipe' at 62 years of age
- Saw great success at 65 years of age
- 22,600 K.F.C stores
- 135 countries
- K.F.C is worth over \$8.3 Billion

J. K. Rowling:

- Born in 1960's
- Wrote her first story at 9 years of age called Rabbit
- She lived in different parts of the UK and each part gave her inspiration
- At 15 years of age her mother was diagnosed with MS
- 10 years later an idea came to her for a story, while she was waiting for a train
- That year her mother passed away
- Nine months later she moved to Portugal
- She fell pregnant for a Portugal journalist
- She lost her baby
- They tried again and were successful
- She married the journalist
- The marriage fell apart after the birth of her daughter
- She moved home
- In 1996 she finished her first ever novel
- Her novel was rejected by 12 publishers
- In 1997 her first-ever book was published
- Over the next 10 years she wrote 6 more books and made 7 movies
- Harry Potter movies made over \$7.7 Billion
- J. K. Rowling is worth over \$650 Million
- The Harry Potter Franchise is worth over \$25 Billion

Sir Richard Branson

- Born in 1950
- At 16 years of age, he started his first business – ‘Student’ Magazine
- In 1970 he started Virgin Records – He sold it 22 years later for \$1 Billion
- In 1984 Sir Richard Branson launched Virgin Atlantic
- In 1994 he launched Virgin Cola – *FAIL*
- In 2000 he started Virgin Cars – *FAIL*
- In 2003 he launched Virgin Ware – *FAIL*
- More *FAILURES*: Virgin Clothing, Virgin Cosmetics, Virgin Brides, Virgin Pulse Virgin Digital, Virgin Vodka, Virgin Whines, Virgin Student Social Media
- Sir Richard Branson’s net worth is over \$5 Billion



Discussion

Think-Pair-Share

Tell me 3 or more things that have stood out for you in this program and why.

Write a 4-step plan you can use next time you are faced with adversity

Step 1 - _____

Step 2 - _____

Step 3 - _____

Step 4 - _____

Step 5 - _____



Feedback

What did you like about the program?

What didn't you like about the program?

How likely are you to use the tools you have learnt in this program, next time you come up against adversity?

Was there anything that you didn't understand?

After doing this program what is one thing in your life that you would like to change?

English

English Lesson 1 - Worksheet 2 - GOALS

Telling my Story

Imagine you've written a book about your life, and your editor has asked you to begin your book with a preface. Answer the following questions in the space provided:

Write anything and everything that you can think of. Scott wrote 120,000 words in his first draft and only 80,000 words remained. There's never 'too much' information when writing a memoir

What do readers need to know about you?

What is your message?

Is there anyone who has supported you that you want to thank?

How far have you come and how far do you want to go?

How would you begin your book?

Thinking in terms of resilience and goal setting, where do you mention your beginning and end goals in your preface?

English Lesson 1 - Worksheet 3 - GOALS

Literary Devices

Include your goals here from your beginning, the goals that will guide you along the way to the end goal (final chapter) of your book. Try to include at least 4-5.

Beginning & End Goal:

Beginning: _____

End: _____

Guiding Goals:

Write down the types of empowering language you could use when writing about your story.

Challenges

Successes

What metaphor best captures your story?

What empowering words best complement your metaphor?

Fill out the below with some literary devices that give deeper meaning to your story.

Allusion

Imagery

Evocative vocabulary

English Lesson 2 - Worksheet 1 – GOALS

Teamwork

CRASHING INTO POTENTIAL: Living with my injured brain

Chapter 1: The Accident

Our definition of teamwork is:

How did Scott's friends use teamwork?

What other opportunities for teamwork were there with Scott and his friends/team/support?

How could they have made the most of this?

What roles did each member of the team play?

Dave: _____

Ryan: _____

Chris: _____

Describe each role in a sentence and explain why their role was important.

Dave: _____

Ryan: _____

Chris: _____

Students to do individually

To help you with your understanding, answer the following:

What does it mean to work as a team?

What does teamwork mean to you?

Think of a time when you had to work as part of a team - did anyone let the team down? Who fell into certain roles in the group?

What wins can you think of from that experience?

What does this tell you about teamwork and support?

Think of introduction writing as a brief, general explanation of the 'big idea' in your body paragraph. Imagine you're introducing the body paragraph as a friend.

Try not to include specifics and details, they should already be in your body paragraph.

Conclusion writing is the opposite of an introduction.

Instead of a general explanation of what you are about to tell them, give the reader a punchy, summarising reinforcement of the 'big idea.'

Think of the conclusion as a closing argument where repetition of themes is winning the argument.

English Lesson 3 - Worksheet 1 - MAKING THE RIGHT CHOICES

Between A Rock and a Hard Place

From 'Between A Rock and a Hard Place' by Aron Ralston, pages 28-29.

“Just below the ledge where I'm standing is a chockstone the size of a large bus tire, stuck fast in the channel between the walls, a few feet out from the lip. If I can step onto it, then I'll have a nine-foot height to descend, less than that of the first overhang. I'll dangle off the chockstone, then take a short fall onto the rounded rocks piled on the canyon floor. Stemming across the canyon at the lip of the drop-off, with one foot and one hand on each of the walls, I traverse out to the chockstone. I press my back against the south wall and lock my left knee, which pushes my foot tight against the north wall. With my right foot, I kick at the boulder to test how stuck it is. It's jammed tightly enough to hold my weight. I lower myself from the chimneying position and step onto the chockstone. It supports me but teeters slightly. After confirming that I don't want to chimney down from the chockstone's height, I squat and grip the rear of the lodged boulder, turning to face back up-canyon. Sliding my belly over the front edge, I can lower myself and hang from my fully extended arms, akin to climbing down from the roof of a house.”

As I dangle, I feel the stone respond to my adjusting grip with a scraping quake as my body's weight applies enough torque to disturb it from its position. Instantly, I know this is trouble, and instinctively, I let go of the rotating boulder to land on the round rocks below. When I look up, the backlit chockstone falling toward my head consumes the sky. Fear shoots my hands over my head. I can't move backward or I'll fall over a small ledge. My only hope is to push off the falling rock and get my head out of its way.

The next three seconds play out at a tenth of their normal speed. Time dilates, as if I'm dreaming, and my reactions decelerate. In slow motion: The rock smashes my left hand against the south wall; my eyes register the collision, and I yank my left arm back as the rock ricochets; the boulder then crushes my right hand and ensnares my right arm at the wrist, palm in, thumb up, fingers extended; the rock slides another foot down the wall with my arm in tow, tearing the skin off the lateral side of my forearm. Then silence.”

What is this passage of the book telling me?

How does it do this?

Think in terms of composition, wording, imagery

How does it make me feel?

Why/how does it do this?

What resilience themes are present?

English Lesson 5 - Worksheet 1 – MINDSET

Teaching Moments Through Story

Stories, like Fairy Tales, can teach us powerful lessons such as not to go into the woods alone or the importance of friends. In this activity, write a story that takes the reader on a journey, with a lesson.

You can choose from:

- A)** write an original story with the key message, 'stop comparing yourself to others' or
- B)** adapt an existing fairy tale to give the message 'stop comparing yourself to others'

(Sorry, you can't use 'The Ugly Duckling!')

Remember the importance of paragraph and story structure.

Include:

1. Introduction to characters and place. Is there a hero/villain? A guide?
2. The trouble/challenge. Is the challenge physical/emotional/spiritual/magical?
Describe the feelings of the character meeting the challenge here.
3. The resolution. Describe the moral of the story through the development of the characters and their new feelings.

Now write another paragraph (Story: Part 2 at the end of this worksheet) after the difficult challenge has been overcome through the resilience of the character. Answer the following questions to help you complete the paragraph.

Address these key questions in your story:

How did they overcome the challenge?

With which resilience theme?

- Hardiness
- Coping
- Adaptability/Flexibility
- Meaningfulness/Purpose
- Optimism
- Regulation of emotions and cognition
- Self-efficacy

Explain the above in your own words to show your understanding

English Lesson 7 - Worksheet 1 - PERSEVERANCE

Challenges

Consider the following statements about challenges

- Facing challenges makes you stronger
- We should always challenge ourselves to be the best we can be
- We feel better about ourselves when we stick to what we know we can do
- When people tell us we can't do something, we should believe them
- Challenge is good for our development

In groups of 2-3, develop a collaborative opinion piece with an introduction, conclusion and 2 body paragraphs that argues for or against one of the above statements.

Use evocative language to persuade, metaphors and imagery to bring your argument to life and examples to support your position as evidence.

Topic:

Key points

- _____
- _____
- _____

Introduction

Key idea 1:

Key idea 2:

Any other arguments:

Conclusion:

English Lesson 8 - Worksheet 1 - PERSEVERANCE

Writing About Adversity

Choose one of the following to answer:

- A. Write about a time you've experienced adversity and how you showed resilience during this time. In the final paragraph, reflect on what you have learned about yourself by going through this experience.

Or...

- B. Write about someone you know (family, friend or someone you admire) who has experienced adversity and how they demonstrated resilience. In your final paragraph, reflect on what you have learnt from them or about them as a result of their experience.

Who did this happen to: _____

What happened: _____

When did it happen: _____

How did it happen: _____

Why did it happen: _____

My story starts:

And then this happened:

And then:

Finally:

Summarise your story in a single, powerful statement. What happened, how it changed everything, and how it was a chance for growth.

English Lesson 9 - Worksheet 1 – DISCUSSION

Email Reflection Task

Write an email to your closest friends and family after a tragedy, massive obstacle or setback.

Can be monetary, health, relationship or professional.

E.g.

- Choosing a different career path rather than working in the family business
- Getting fired from an executive position
- Losing something incredibly sentimental/valuable such as a family heirloom
- Getting stranded in another country where English is not the first language
- Getting fired for losing your passport while visiting another country on a business trip, meaning you're stranded!

Make sure you include:

1. Reflection and acknowledgement of the choices you've made for this unfortunate incident to happen and the choices you'll make to recover.
2. Your mindset after this has happened, paying attention to your use of language and writing using a growth mindset
3. Describe your end goal to overcome this challenge with intermediate goals that will help you track progress and rise to the expected outcome
4. How you will persevere: what you believe it takes to achieve this, how you'll seek and plan support when you can't be resilient alone,

Subject line: _____

A brief intro recounting what happened, reassure them, and your mindset toward the issue:

E.g. "Let me start this email by saying I am safe, I am planning to get better, and I will see you soon."

Your understanding of choices:

Your mindset to recover:

Your goals, end and intermediate:

Concluding statement that restates your resilient message to the above and how you'll persevere.

English Lesson 10 - Worksheet 1 – DISCUSSION

Interviewing the Author

Imagine you're interviewing Scott B. Harris for a TV special about his book. Using the lessons as a guide, what questions would they ask him?

Write one question for each of the following:

- The purpose and context: Who, what, where and why?
- Teamwork and roles in supporting one another
- Heartfelt, personal storytelling in 1st person perspective
- Mindset, motivation and goals
- Comparing ourselves to others
- How social media is helping and/or harming us
- Facing fear/failure
- Actions we can take to overcome adversity
- A closing question on the style, lessons and morals of the story

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Question 5: _____

Question 6: _____

Question 7: _____

Question 8: _____

Question 9: _____

Question 10: _____

English Lesson 10 - Worksheet 2 – DISCUSSION

Reflecting on My Learning

This term, you have been learning about different ways to overcome times of adversity, and have learnt lots of new skills and information.

Write a short reflective piece on the next page of around four paragraphs that includes some of the following:

- Your resilience development: What you rely on, how you overcome and adapt, what needs further development and what strengths you've earned.
- The identity factors that make you who you are, such as culture, values and religion.
- Your support system including friends, family and available health service options.
- Your tone of voice and style of storytelling
- Who you compare yourself to, especially on social media
- How you face fear/failure
- The specific things you need to face and overcome challenges
- The key resilience themes

Make sure your written answers demonstrate your understanding with the use of:

1. Literary Devices
2. Connected/Linked Ideas
3. Cause and Effect (because, although, therefore, however, but...)
4. Logical Paragraph Structure
5. Varied and Creative Sentence Structure For Effects
6. Vocabulary Choices (Style, Mood And Tone)

Health and Physical Education

HPE Lesson 1 - Worksheet 1 - GOALS

List of Common Unconscious Biases

Circle any that you've experienced before

AFFINITY BIAS

Affinity bias, also known as similarity bias, is the tendency people have to connect with others who share similar interests, experiences and backgrounds.

CONFIRMATION BIAS

Confirmation bias is the inclination to draw conclusions about a situation or person based on your personal desires, beliefs and prejudices rather than on unbiased merit.

ATTRIBUTION BIAS

Attribution bias is a phenomenon where you try to make sense of or judge a person's behaviour based on prior observations and interactions you've had with that individual that make up your perception of them.

CONFORMITY BIAS

Conformity bias is the tendency to act similarly to the people around them regardless of their own personal beliefs or idiosyncrasies — also known as peer pressure.

THE HALO EFFECT

The halo effect is the tendency to place another person on a pedestal after learning something impressive about them.

THE HORNS EFFECT

The horns effect is the tendency to view another person negatively after learning something unpleasant or negative about them.

THE CONTRAST EFFECT

The contrast effect is when you compare two or more things that you have come into contact with — either simultaneously or one after another — causing you to exaggerate the performance of one in contrast to the other.

GENDER BIAS

Gender bias is the tendency to prefer one gender over another gender.

AGEISM

Ageism in the workplace is the tendency to have negative feelings about another person based on their age.

NAME BIAS

Name bias is people's tendency to judge and prefer people with certain types of Anglo origin.

BEAUTY BIAS

Beauty bias is a social behaviour where people believe that attractive people are more successful, competent and qualified.

ANCHOR BIAS

Anchor bias or expectation anchor bias is when someone holds onto an initial, singular piece of information to make decisions.

NONVERBAL BIAS

Nonverbal bias is analyzing nonverbal communication attributes such as body language and letting it affect a decision or opinion.

AUTHORITY BIAS

Authority bias refers to when an idea or opinion is given more attention or thought to be more accurate because it was provided by an authority figure.

OVERCONFIDENCE BIAS

The overconfidence bias refers to a person's tendency to be more confident in their capabilities than they should be.

HPE Lesson 2 - Worksheet 1 – MAKING THE RIGHT CHOICES

Rites of Passage

What happens to people when they go through these rites of passage?

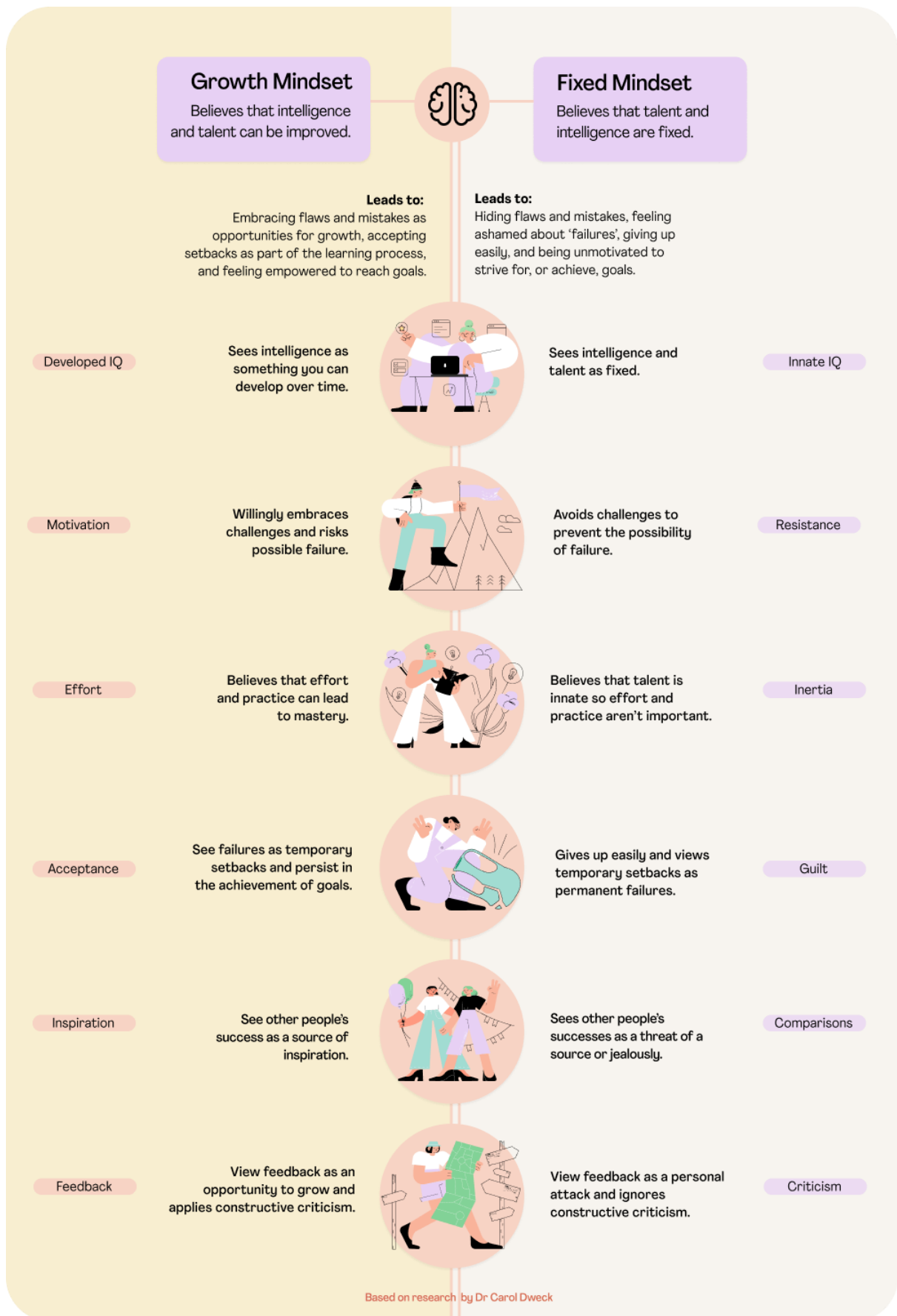
What changes in them?

What changes in the way the community views them?

Which of these are you interested/not interested in?

Do you feel additional pressure to adhere to them given your feelings?

Are the rites of passage fuelling biases about you?



HPE Lesson 3 - Worksheet 1 – MINDSET

Reframing Challenges

Reframe these scenarios to show a growth mindset

Challenge 1: Coach says I'm short and I never jump high enough to be a pro basketball player.

Growth Response:

Challenge 2: Coding is insanely complicated. I don't look like anyone else who does it. How will I ever get a job?

Growth Response:

Challenge 3: I'm too old to start dancing, none of the best dancers are as big as I am.

Growth Response:

Write your own challenge and growth response

Challenge: _____

Growth Response:

HPE Lesson 4 - Worksheet 1 – PERSEVERANCE

Persistence, Perseverance and Grit

Reframing

Turn these phrases from fixed to a growth mindset

I can't keep up with everyone else.

I'm not talented enough to do this.

I always mess things up.

If I fail, everyone will think I'm a loser.

I'm just not cut out for this.

It's pointless to try because it won't change anything.

I'll never be able to understand this subject.

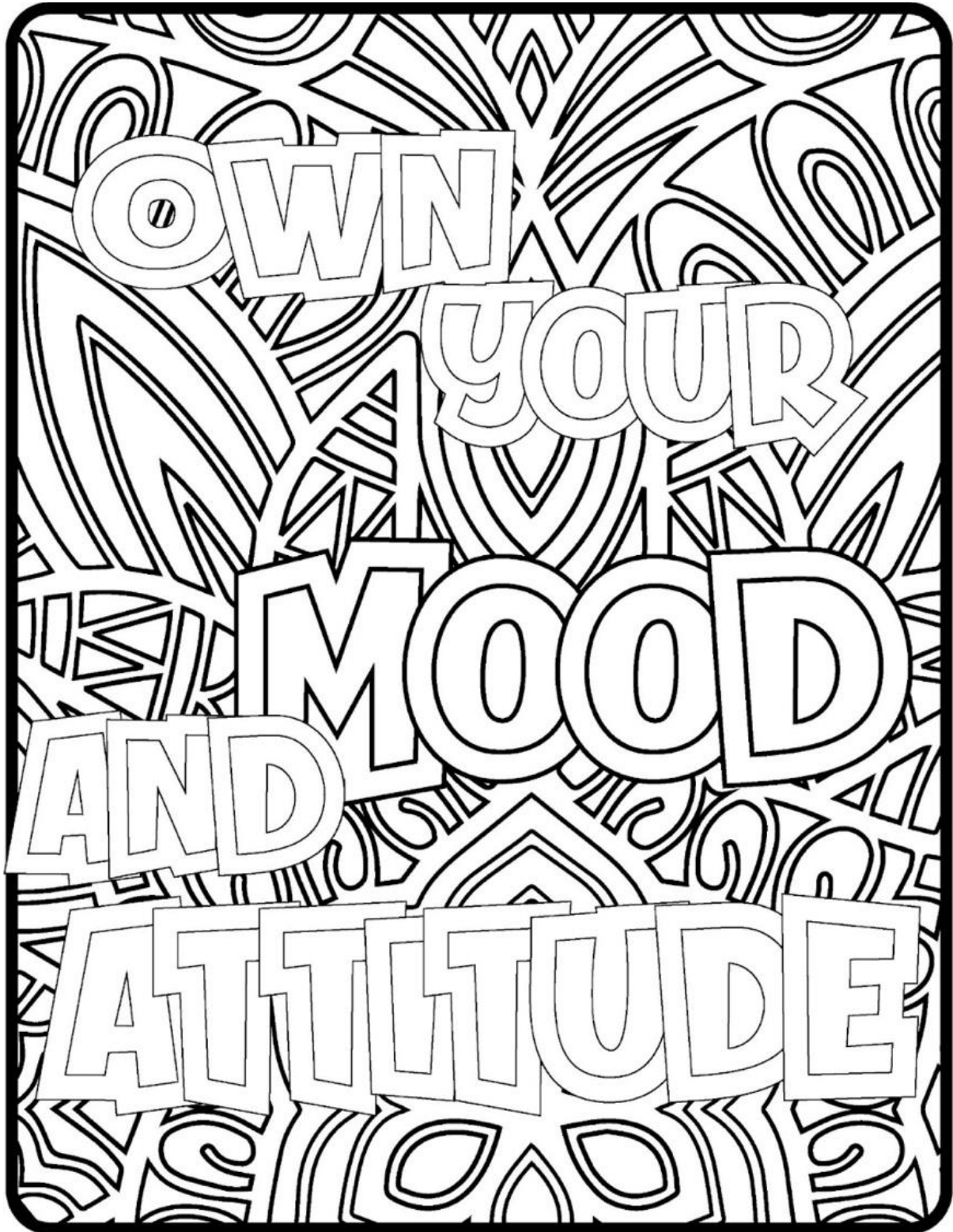
I don't have the confidence to do this.

I don't have time to improve.

Other people are naturally better than me.

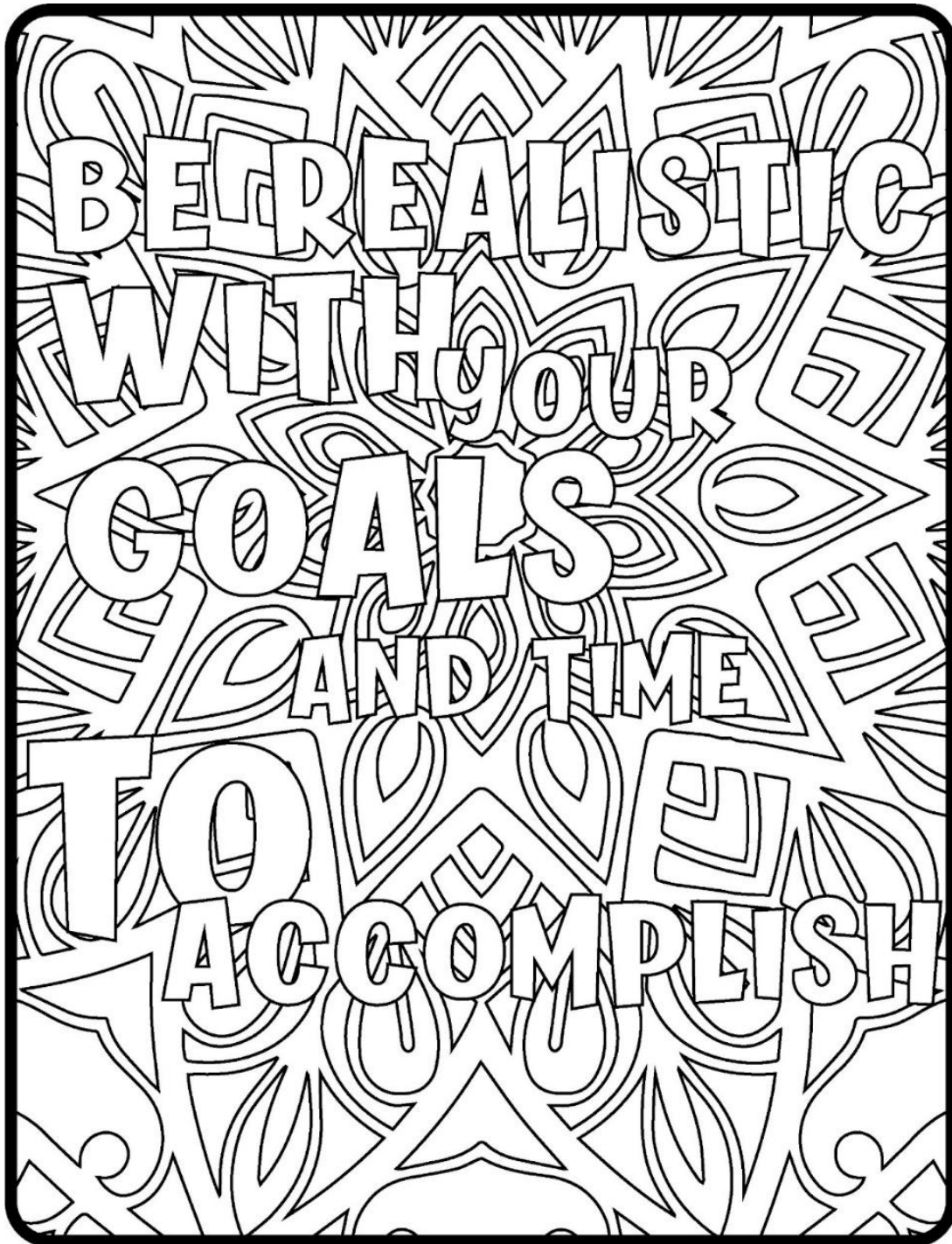
HPE Lesson 4 - Worksheet 2 – PERSEVERANCE

Mantra cards that can be printed off.



HPE Lesson 4 - Worksheet 2 – PERSEVERANCE

Mantra cards that can be printed off.



HPE Lesson 4 - Worksheet 2 – PERSEVERANCE

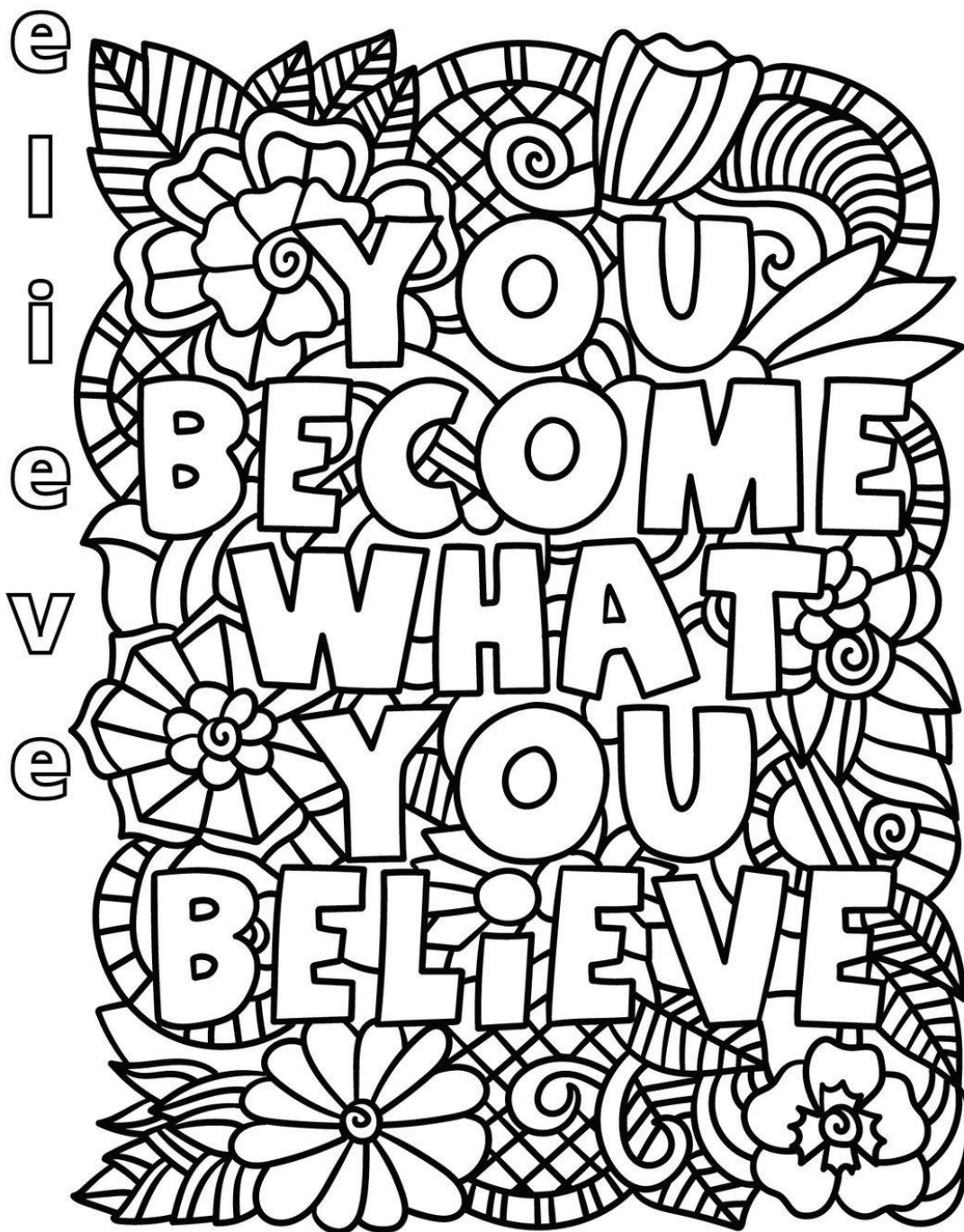
Mantra cards that can be printed off.



HPE Lesson 4 - Worksheet 2 – PERSEVERANCE

Mantra cards that can be printed off.

Believe in Yourself



HPE Lesson 5 – Worksheet 1 – DISCUSSION

MANIFESTO TEMPLATE

Student name: _____

Who am I?

Write down the social, emotional and cultural factors that make you who you are.

Where can I go?

Who do you want to be in life? Add professional, personal or something different that you wish to become

What biases have/will I face?

What biases have you faced and which do you expect on the journey to realise your goals?

What resilience factors should I develop to overcome these biases?

RESILIENCE FACTOR: _____

1. Hardiness
2. Coping
3. Adaptability/Flexibility
4. Meaningless/Purpose
5. Optimism
6. Regulation of emotions and cognition
7. Self-efficacy

What additional factors may become obstacles? Think bullying, competitive environment, gender inequality, financial hardship, etc

HPE Lesson 5 - Worksheet 2 – DISCUSSION

'10 Rules for Living a Happy Life'.

Use the frame below, or create your own design to write your '10 Rules For Living a Happy Life'

Ideas

Ten things I've learnt for living my best life:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

HPE Lesson 5 - Worksheet 3 - DISCUSSION

Reflecting on my learning:

What did I learn this term?

How will I apply this to my life?

What next?

Visual Arts

Visual Arts Lesson 1 - Worksheet 1 – GOALS

The Artist's Way Contract

I, _____, understand that I am undertaking an intensive, guided encounter with my own creativity. I commit myself to the ten-week duration of the course.

I, _____, commit to doing the weekly activities and self-care and reflection.

I, _____, further understand that this course will raise issues and emotions for me to deal with and commit myself to excellent self-care – adequate sleep, diet, exercise and pampering – for the duration of the course.

(Signature)

(date)

Adapted from Cameron, J, (1995) *The Artist's Way*, a spiritual path to higher creativity.

Visual Arts Lesson 1 - Worksheet 2 – GOALS

Mood Board

<https://www.canva.com/create/mood-boards/>

Follow the link above to Canva to create a mood board or create your own mood board using your preferred application. When you have created your mood board, share this with your teacher.

You need to consider how you will use colours and how your portrait will show your values and strengths.

Visual Arts Lesson 1 - Worksheet 3 – GOALS

Self Portrait Plan

My end goal for this project is: _____

I will achieve this by taking these actions: _____

My key resilience theme is: _____

Colours: _____

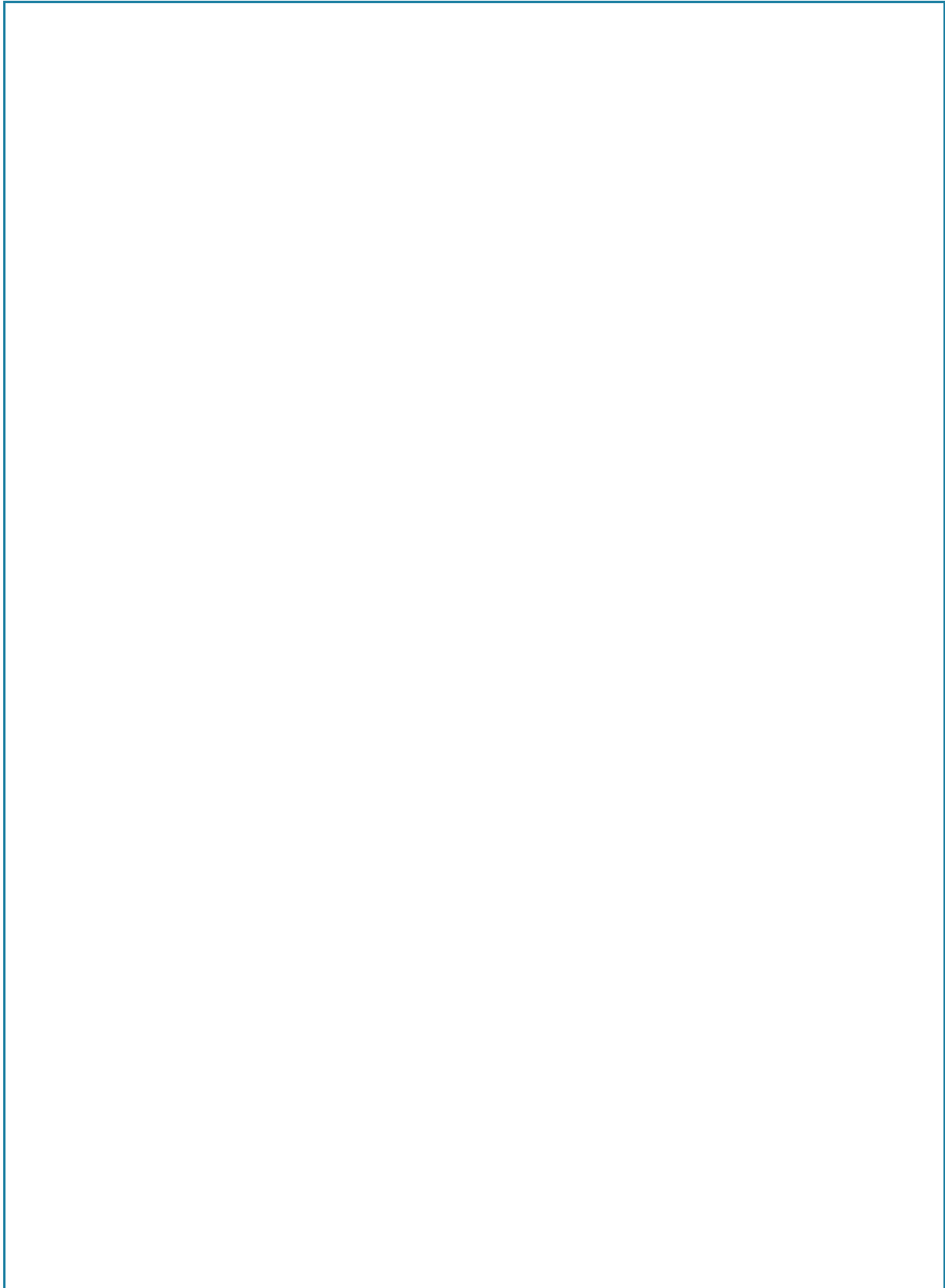
Styles: _____

Influences: _____

Values: _____

Visual Arts Lesson 1 - Worksheet 4 - GOALS

Self-Portrait Sketch



Visual Arts Lesson 1 - Worksheet 5 – COLOUR THEORY

Colour Theory

Colour is much easier to understand when you break it down into separate elements	
Value:	How light or dark something is, with white being the lightest value and black being the darkest value
Saturation:	A measure of how intense, rich or vivid a colour is. Most colours are in their most saturated forms straight from a tube, then they lose saturation as you mix them with other colours.
Hue:	Refers to the position of a colour on the colour wheel. Red, blue, orange, green, yellow - these are all different hues
Tip: You can reduce the saturation of a colour by mixing it with the colour on the opposite side of the colour wheel. These are complementary colours. For example, you can reduce the saturation of orange by mixing it with blue.	

Values Planner

Key feelings/ideas/values	How might I show these?

Here are 20 of the most common values in people.

Think of your top 5 values and how they're represented visually.

Loyalty

Spirituality

Humility

Compassion

Honesty

Kindness

Integrity

Selflessness

Determination

Generosity

Courage

Tolerance

Trustworthiness

Equanimity

Altruism

Appreciation

Empathy

Toughness

Self-Reliance

Attentiveness

Colour Psychology

Teacher Resources for display on a digital whiteboard or printed large for students to view

Colour psychology helps brands communicate their values to potential customers.

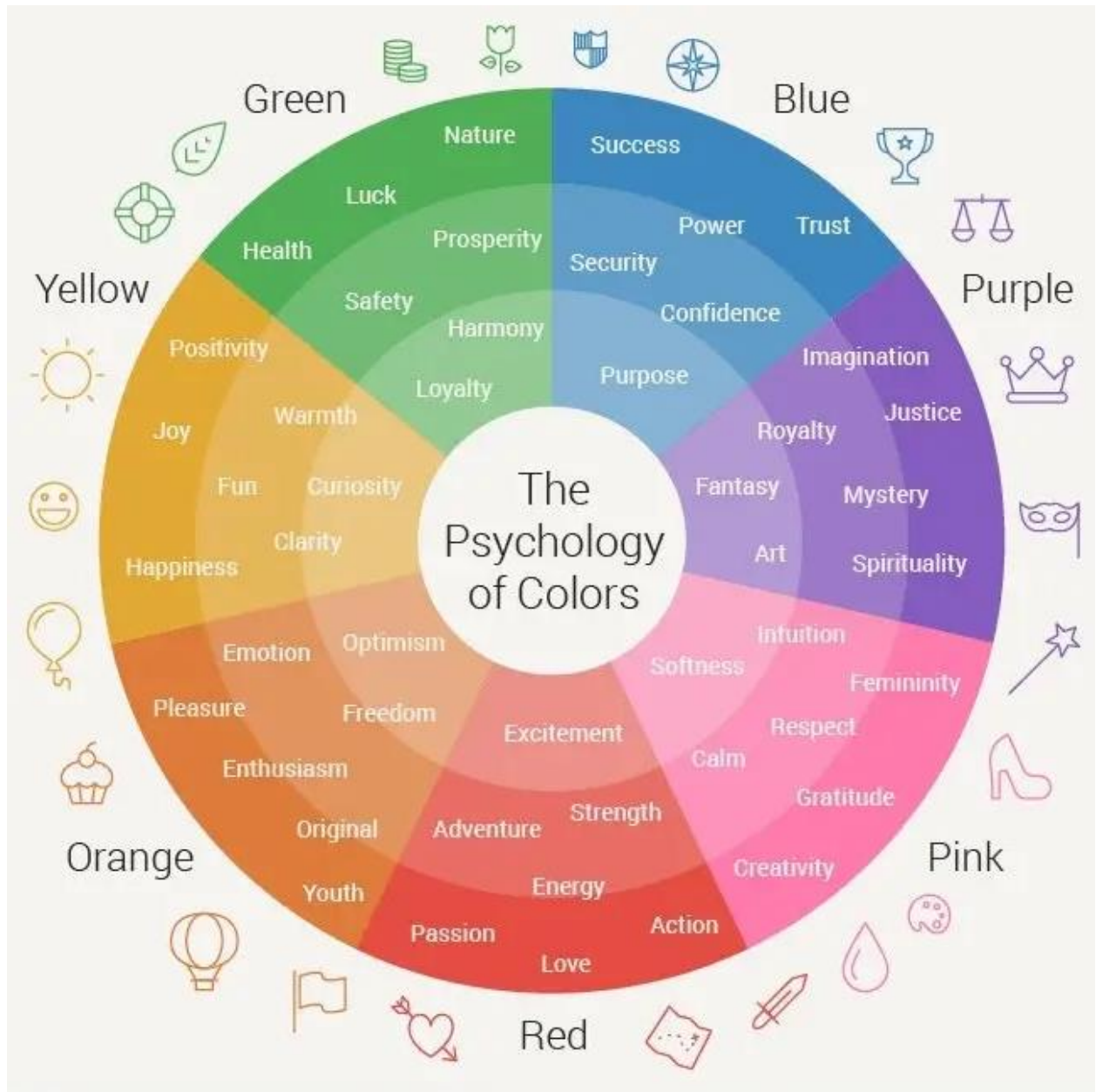
What colour represents your resilience story?

COLOR EMOTION GUIDE

Color	Emotions/Traits	Brand Examples
Yellow	Optimism, Clarity, Warmth	Nikon, UPS, NBC, Google
Orange	Friendly, Cheerful, Confidence	Nickelodeon, Amazon, Sprint, Denny's
Red	Excitement, Youthful, Bold	Kellogg's, Nintendo, Coca-Cola, Kmart
Pink	Creative, Imaginative, Wise	Syfy, Barbie, Virgin, Oracle
Blue	Trust, Dependable, Strength	Dell, JPMorgan, Intel, HP, Nike
Green	Peaceful, Growth, Health	Whole Foods, Jif, Tropicana, Puma
Grey	Balance, Neutral, Calm	Apple, Mercedes-Benz, Canon, McDonald's

Additional icons at the bottom include: Yin-Yang, Peace symbol, Arm flex, Lightbulb, Lightning bolt, Smiley face, and Thumbs up.

Colour Wheel



Visual Arts Lesson 2 - Worksheet 1 - MAKING CHOICES

Artists Who Overcame Adversity

<p>Frida Kahlo Imagery and colour</p>	<p>What images/metaphors can you add to your art project?</p> <p>How do they complement your resilience theme and colour palette?</p>
<p>ANSWER</p>	
<p>Vincent Namatjira Cultural resilience and belonging</p>	<p>How would you describe this artwork in resilience terms? Perhaps pick a resilience theme.</p> <p>What is my personal culture? How is this expressed in visual form?</p>
<p>ANSWER</p>	
<p>Vincent Van Gogh Emotions expressed in art therapy</p>	<p>What therapy can this art project provide you? What do you have inside that you'd wish to get out in a healthy way?</p> <p>REMINDER: Can be positive emotions you're insecure about, not just negative ones.</p>
<p>ANSWER</p>	
<p>Edvard Munch You, the individual</p>	<p>Ask yourself: Who am I when I'm alone? Without expectations of others.</p> <p>Am I vulnerable/free/lonely/open? What do these look like in visual art?</p>
<p>ANSWER</p>	

<p>Meyne Wyatt Perspective in art</p>	<p>How do you see yourself? How do you think the world sees you? How different is your self-perception to how you feel the world sees you?</p>
<p>ANSWER</p>	
<p>Jackson Pollock Expression beyond words</p>	<p>How can you allow your art to translate the feelings you can't express? What do these feelings look like? Shape, colour, size etc.</p>
<p>ANSWER</p>	

Visual Arts Lesson 3 - Worksheet 1 – MINDSET

Small Fixes Can Solve Big Problems

Work through these scenarios step by step to get to the root cause of the problem and see how the issue could be fixed when it was still small.

- This is the problem that happened.... I got in trouble at school because I yelled at Simon.
- That happened because he was taking my pens and not giving them back
- This happened because we had a fight at lunchtime
- Before that, I was late to school and he teased me about not having the right school pants on.
- And before that, I chose to stay up till 3am on my phone chatting and scrolling online.
- Next time, I could choose to give my phone to my parents and use the focus app to shut down distractions that keep me awake.

Repeat the next section a few times so you can break down a few different scenarios.

This is the problem that happened	Before that I
•	•
•	•
•	•

That happened because	And before that, I chose to
•	•
•	•
•	•

This happened because	Next time, I could
•	•
•	•
•	•

Visual Arts Lesson 4 - Worksheet 1 – PERSEVERANCE

Journal

What makes you happy, sad, angry and excited?

When you're happy/excited, what can stop you from feeling this way?

What are some strategies to keep these positive feelings when the above tries to stop you?

When you're sad or angry, what are some strategies for you to feel calmer or at peace with these feelings? Is it a friend/place/activity or a way of thinking that you've learned?

Visual Arts Lesson 4 - Worksheet 2 – PERSEVERANCE

Journal - Understanding Perseverance

What is your own understanding of perseverance?

Where do you need to show it in your life?

What difficulties do you have with it?

Questions to think about:

“How do I persevere in staying happy despite X?”

“How do I persevere when feeling sad/anxious/angry?”

“How do I persevere when a goal is very important?”

Visual Arts Lesson 4 - Worksheet 3 – PERSEVERANCE

Understanding Shape Theory

This information sheet will help you to understand what shape theory is, how it is used to express emotions and feelings and how it relates to colour theory.

The shapes an artist uses can have a big impact on the way you, the viewer, interpret and emotionally connect to the artwork.

Geometrical shapes are the ones we've seen since we were babies. In fact, human beings recognise shapes before we recognise language.

Curving shapes such as circles depict calmness and softness like balls, our parent's muscly arms that would hold us, and many types of food.

Sharp-edged shapes like triangles and stars can depict agitation and potential danger.

Squares and rectangle types are supported evenly in four corners and appear rigid or protective depending on their use in art.

Biomorphic shapes appear organic or natural - made from rounded, curving, and sometimes wavy edges and suggest living organisms or natural forces e.g. human form, stones, leaves, puddles, plant life, and clouds.

Implied Shapes are created by the psychological connection of dots or lines

In addition to your colour theory, light-coloured shapes convey happiness whereas dark-coloured shapes convey sorrow.

Visual Arts Lesson 4 - Worksheet 3 – PERSEVERANCE

Understanding Shape Theory

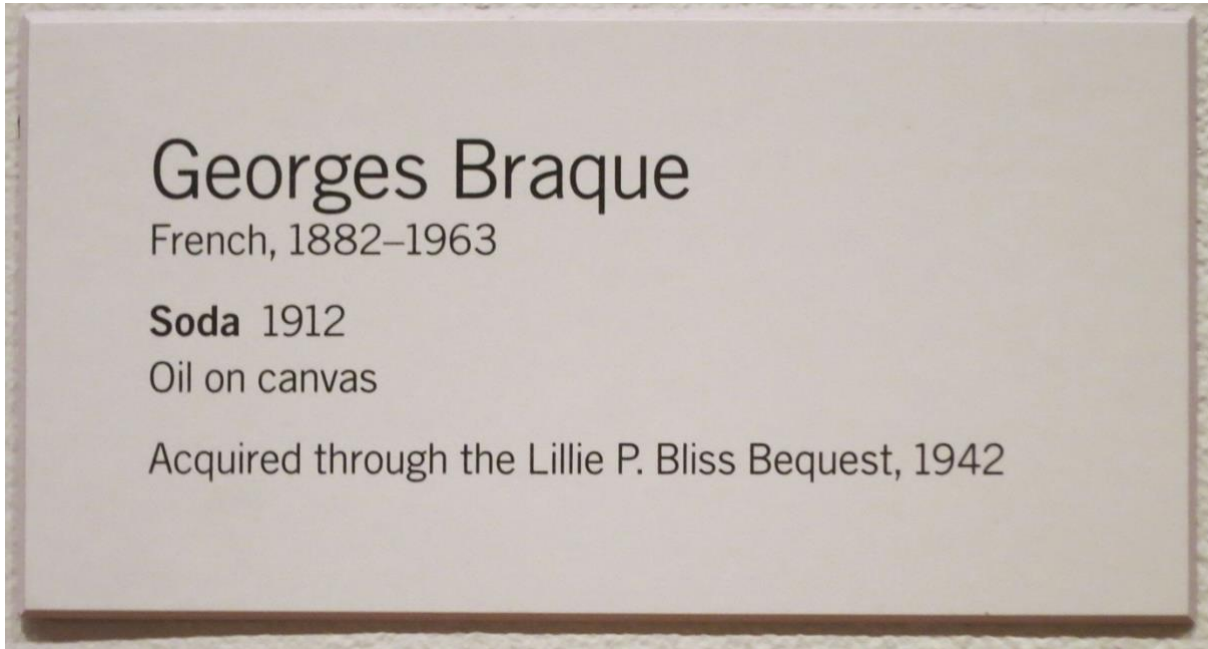
What shape does the specific obstacle/challenge/crisis you uncovered in Lesson 3 - Mindset, make to you?

What shape does your personal relationship with perseverance take?

It can be simple, or complex with a few shapes working together or against one another.

Visual Arts Lesson 4 - Worksheet 4 – PERSEVERANCE

Artwork Label



Write your artwork label below - this will need to be printed, cut out and placed next to your artwork on display.

Art Label Template

Name of artist	
Name of your artwork	
Year	
Materials used	
Description of the work (colours, key themes, influences)	

Visual Arts Lesson 5 - Worksheet 1 - DISCUSSION

Reflection

Over the course of the term, you have learnt about the process of creating a self-portrait and created your own artwork that reflects you in some way. This can be a challenging process, but a rewarding one. Use the reflection questions below to record your thoughts and learning from this term.

Describe your self-portrait in your own words

The process of creating a self-portrait was...

I learnt some new things about myself like...

Some of the things I learnt about overcoming adversity and persistence from creating a self-portrait....

The biggest challenge in creating a self-portrait was....

This was a challenge because...

I overcame it by....

One thing I will take away from these sessions is...

This exercise helped me grow as an artist by....

Performance Arts

Performing Arts Lesson 1 - Worksheet 1 – Goals

Group performance

What is your group's resilience theme and an outcome of this as the moral story to be expressed?

Will you create a musical or a dramatic performing art?

Who will play what characters?

What music, costume and props will you need?

Performing Arts Lesson 1 - Worksheet 2 – Goals

Research an actor/musician

What artist are you researching?

What were their barriers?

What struggles did they have?

What resilience themes come to mind?

How can the information they've gathered help them set goals that benefit their project?

Collect specific language, words and brainstormed ideas and explore the artist's journey to find inspiration for your group's artistic expression of resilience.

Performing Arts Lesson 2 - Worksheet 1 - MAKING CHOICES

Defining Resilience

Optimism

A feeling that good things will happen and that something will be successful

Adaptability/Flexibility

The quality of being able to change or be changed in order to deal successfully with new situations

Regulation of Emotions and Cognition

Being able to regulate your emotions refers to a person's ability to effectively manage and respond to an emotional experience

Performing Arts Lesson 3 - Worksheet 1 – MINDSET

Self-Talk

The following information can be found at <https://www.healthdirect.gov.au/self-talk>

What is self-talk?

Self-talk is the way you talk to yourself or your inner voice. You might not be aware that you're doing it, but you almost certainly are. This inner voice combines conscious thoughts with inbuilt beliefs and biases to create an internal monologue throughout the day.

Self-talk is important because it has a big impact on how you feel and what you do. It can be supportive and beneficial, motivating you, or it can be negative, undermining your confidence.

What is negative self-talk?

Negative self-talk is when your inner voice is excessively negative, sounding more like an inner critic. It is pessimistic and focuses on the bad. It erodes your confidence and stops you from reaching your potential. It can make you feel like you are going to fail before you start.

It can sound like *“I’m never going to be able to do this”, “I’m no good at this”, or “I’ve tried everything — nothing works”*.

Negative self-talk can be repetitive and often does not reflect reality. It can lead to rumination, which is repetitive with intrusive negative thoughts.

How can self-talk affect your mental health?

Your self-talk can affect your mental health and your relationships with others.

If you mainly think negatively about yourself, you will feel bad most of the time. This can drag you down or if you're down, it can be hard to get back up. Negative self-talk is often experienced by people who have depression or anxiety. The constant negative chatter can be overwhelming and difficult to break out of.

Negative self-talk can make it more difficult to deal with [chronic pain](#). It can also affect a person's sexual confidence and [body image](#).

Negative self-talk can lead to stress and a tendency towards perfectionism.

Tips to stop negative self-talk

Negative self-talk can become repetitive and overwhelming and often feels like it's true. To break out of that cycle try these tips:

Be aware of what you're saying to yourself. Just the act of stopping and recognising negative thoughts for what they are, is the first step to working through the problem. Ask yourself, would you talk like this to someone else?

Challenge your thoughts. Ask yourself — is it true? (often it's not). Ask yourself if there's another explanation or way of looking at a situation. Remember that many things you worry about don't happen. Much negative self-talk is exaggerated.

Put your thoughts into perspective (so what?). Try and look at things from a different perspective. Perhaps from a different person's perspective. Try writing your thoughts down or saying them out loud. Ask yourself will this matter in a few year's time?

Stop the thought. You can do this 'thought stopping' technique visually — by imagining the thought being stopped or squashed etc — or by having a little ritual.

Replace the thought with a neutral or positive thought. Ask yourself — what is a more helpful thought?

It can take some time to recognise your negative thoughts — remember they have been part of you for a long time and it can take up to 3 months to change old habits. Over time though you can replace the unhealthy negative thoughts with more positive ones. Practice makes it easier.

What are the benefits of positive self-talk?

If you mainly think positively about yourself, you will feel good and optimistic most of the time. Research shows that positive self-talk can:

- Improve [self-esteem](#), stress management and wellbeing
- Reduce any symptoms of [depression](#), [anxiety](#) and [personality disorders](#)
- Improve your body image and can help treat people with [eating disorders](#)
- Reduce your risk of [self-harm](#) and [suicide](#)
- Make you feel more in control of your life
- Help with chronic pain
- Motivate you to overcome obstacles
- Help to calm you

Tips to improve positive self-talk

Practise thinking good things about yourself. Very simply, practise seeing half a glass as being half full, rather than half empty.

Identify your strengths as part of your self-talk, and accept compliments for what you achieved. A helpful way to improve positive self-talk is to look, think and act in a positive way. Surround yourself with positive and optimistic people.

Try to turn negative talk into neutral or positive self-talk.

Performing Arts Lesson 4 - Worksheet 1 – Perseverance

What is Perseverance?

In your own words, what does **hardiness** mean?

In your own words, what does **challenge** mean?

In your own words, what does **control** mean?

In your own words, what does **commitment** mean?

In your own words, what does **self-efficacy** mean?

Performing Arts Lesson 5 - Worksheet 1 - DISCUSSION

Reflection

Over the course of the term, you have learnt about the process of creating a self-portrait and created your own artwork that reflects you in some way. This can be a challenging process, but a rewarding one. Use the reflection questions below to record your thoughts and learning from this term.

How did I find the process of creating a performance piece?

What new things did I learn about myself?

What did I learn about overcoming adversity and persistence from my performance?

What was the biggest challenge I faced in creating a performance piece?

What was one thing I will take with me from these sessions?

How did this exercise help me grow as an artist?
