



CRASHING INTO

POTENTIAL

TM

Literacy Activities

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| Outcomes for Unit 1 | |



Unit 1, Outcome 1 – Award Nomination (Oral Presentation to Persuade) Unlikely Hero oral inspired by Scott’s journey in *Crashing into Potential* and his current work as a public speaker and educator and advocate for brain injury awareness. Choose another unlikely hero to research and present on. You need to choose an engaging way to present your material. You need to complete a thorough drafting process and take onboard feedback.



Unit 1, Outcome 1 – Journal Entries (Crashing into Potential) Take on the persona of either Scott or a member of his family or friendship network. You will complete 3 journal entries from the perspective of this person. If they knew Scott before the accident the entries can be Scott or this person 1) before the accident 2) immediately after and 3) some years later) but if this person is someone Scott met after his accident, your entries could explore their thoughts and feelings about 1) their life before meeting Scott 2) soon after meeting him and 3) much later. Your entries need to offer new insights the book does not show and should be engaging and suspenseful. You need to complete a thorough drafting process and take onboard feedback. Your journal entries should show change and learning in the person you depicted as a result of Scott’s brain injury.

Outcome for Unit 2

Unit 1 outcome 2

Unit 2, Outcome 1 – World Issue Brochure about Invisible Illnesses. Present 1) why these are hard to identify and understand 2) supports for survivors and families in the form of online and local organisations and businesses that can help with recovery and healing and 3) how these illnesses affects people and tips for overcoming these struggles. You need to undergo a thorough research process and find credible sources to link to in your brochure.

Assessments



Unit 1, Outcome 1 – Journal Entries (Crashing into Potential)

Take on the persona of Scott or a member of his family or friendship network.

You will complete three journal entries (or use another format) of a minimum 200 words each. You will need to submit drafts to your teacher and seek peer feedback to help you review and edit your work.

Journal Entry/Podcast/Vlog Preparation

Chosen person (Scott, one of his parents or siblings, a friend or his partner)

Note: If you do someone Scott only met after the accident you could do them before meeting Scott, straight after or soon after and then one much later reflecting back

| | Experiences What hobbies do they have? How does they spend his days? | Thoughts and feelings | Relationships Hopes and dreams |
|----------------------------|---|------------------------------|--|
| Before the accident | | | |

| | | | |
|---|--|--|--|
| Soon after accident | | | |
| Months or years after the accident | | | |

Think about the language Scott or the family or friend would use, their thoughts, their actions, their body language, their reactions, their relationships. Look back at the work we did throughout this unit to get some ideas.

1. Use the chart on the next page to brainstorm your ideas. Use the cues above for support.

Brainstorm

Character: _____

2. Decide how you are going to present your journal.

Are you going to write it like a diary?

Are you going to record a podcast?

Are you going to do a blog or a vlog?

Are you going to do a visual representation, like a PowerPoint or a poster

I am going to do a _____. I chose this because

1. Look at this person before the accident, immediately after and during his long-term recovery from the accident in more detail.

Complete this example as a class

Persona: Vic, Scott's father

| Period of time: immediately after the accident | |
|---|--|
| Feelings/experiences | Evidence from the book/key note/photos etc |
| 1. Fear | When he makes clear they don't have much idea how Scott's future will pan out as they do not know the extent of brain damage etc |
| 2. Overwhelm | |
| 3. Some hope/humour | Recounting how Scott gave them the finger |

Now, turn this into a dairy entry:

You can start with this sentence

“This morning we got a call that changed everything...”

YOUR TURN

Pick a character and fill in the below tables and then turn these notes into 3 diary entries

| Period of time: | |
|----------------------|--|
| Feelings/experiences | Evidence from the book/key note/photos etc |
| 1. | |
| 2. | |
| 3. | |

Period of time:

| Feelings/experiences | Evidence from the book/key note/photos etc |
|----------------------|--|
| 1. | |
| 2. | |
| 3. | |

Period of time:

| Feelings/experiences | Evidence from the book/key note/photos etc |
|----------------------|--|
|----------------------|--|

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |

Read over your writing to check it makes sense and is accurate (spelling, capitals, full stops etc.)



Unit 1, Outcome 1 – Award Nomination (Oral Presentation to Persuade) Unlikely Hero oral inspired by Scott’s journey in *Crashing into Potential* and his current work as a public speaker and educator and advocate for brain injury awareness

VCAA ASSESSMENT - Assessment 1

Introduction to the biographies task: Unlikely Heroes



Area of Study 1.

Activities include class discussions, research, notetaking, short answers, reading, comprehension questions and filling in charts. Some of these tasks are completed as a whole class, others in small groups and others independently.

- Students work in groups to focus on a chapter of Scott’s book. Each group presents what they learnt back to the class regarding how Scott was not your ‘typical hero’, while the other students take notes.
- Class brainstorm a list of everyday people who show heroic determination ie Turia Pitt (you cannot use this example for your speech)
- The teacher introduces the award nomination task, including the rubric, required content and presentation options.
- Students select a person as their ‘Unlikely Hero’ award.
- Class research Turia Pitt and complete a sample presentation on Turia in groups then present these. Groups need to cover 1) background on Turia including her early life, 2) how she is like everyday people and how you relate to her 3) her injury 4) the significant challenges in her life 5) experiences from her life that relate to your own and 6) how she personally motivates and inspires you.
- Students need to give background information on the person, reasons for nominating them with examples, and outline how that person has made a positive impact.
- This is an oral presentation, but students can choose if they present in front of the class, make a podcast or record a vlog.

Your chosen person:

Your research

| Source | Research points (what did you learn) | My feelings in relation to this (i.e. surprise, fear, grief, empathy) and why I felt these | What I relate to | What I find it hard to relate to |
|----------|--------------------------------------|--|------------------|----------------------------------|
| Source 1 | | | | |
| Source 2 | | | | |
| Source 3 | | | | |
| Source 4 | | | | |

| Research point (you can use these headings in your presentation also) | What you found out |
|--|--------------------|
| Background and early life | |
| How they are like everyday people and how you relate to them | |
| The significant event/events that challenged their reality | |
| Experiences from her life that relate to your own | |
| How they personally motivates and inspires you. | |
| Other insights | |

Unit 2, Outcome 1 – World Issue Brochure

Sudden Injury & Invisible Illnesses Brochure



P 35 Scott's family knew so little about brain injury "they didn't realise how little they knew."

The purpose of this booklet is to inform and empower families and individuals who experience sudden injury and invisible illness.

Task: Students create a digital booklet or poster for either families, friends and others who have had someone close to them or in their community experience brain injury OR for individuals to help them day to day, with resources to explain struggles, how they can set goals to maintain motivation and aid healing.

Webpages

With teacher assistance, students should undertake an exploration of a variety of different organisational webpages. Fill out the below.

Chosen illness:

Research:

| | |
|--|--|
| An institution's website (e.g. a hospital) | |
|--|--|

| | |
|--|--|
| A community organisation website (local community house support group) | |
| A business/company website (ie a company that sells products, private OT practice) | |
| An informational website/search engine (e.g. Wikipedia, Google, etc.) | |

As groups, students should evaluate each website, focusing on their layout, and experience with navigating the site (i.e. ease of use) and gathering information.

Further, they should consider each website's purpose, and the possible social, cultural, vocational and workplace values associated with it.

They then write a short statement, evaluating each website's reliability and effectiveness in connecting with audiences and delivering factual messages and information.

Podcasts

With teacher assistance, students should undertake an exploration of a variety of different oral digital texts/podcasts. For example:

- A news podcast

- An interview podcast
- A narrative podcast
- An evaluative/discussion podcast

Digital Advice Portfolio

- Throughout this area of study, students should be developing a Digital Advice Portfolio, framed as an advisory resource for a community, workplace or vocational organisation, to help them with developing their usage of digital content.
- The teacher should provide students with short descriptions of each organisation for them to choose from. Alternatively, students can develop their own organisations, building on their knowledge developed in WRS Unit 1.
- This Portfolio should ideally be presented in an online format (e.g. Google Sites), so that students are able to present their understanding of how digital texts can be tailored to convey information to audiences reliably and effectively.

The Portfolio should contain the following sections:

- The importance of digital platforms
- Websites/Webpages
- Podcasts
- Social media
- Importance of digital security and safe and respectful online interactions
- Which platforms would be ideal for this organisation and why. The Portfolio must include appropriate referencing, and any outside sources of information should be appropriately attributed.

Complete the following to address the criteria:

| | |
|---|--|
| STRUCTURE What structure are you choosing ie webpages, podcasts, applications and social media and why? | |
| PURPOSE What is the purpose of your text in relation to audience and what do you think your audience response would be? | |
| FEATURES Why did you choose this text type? | |

| | |
|--|--|
| SECURITY What digital security was utilised by the texts you reviewed and how will you utilise this with your text? | |
| COPYRIGHT compare digital texts regarding their adherence to copyright and attribution conventions and how have you adhered to these? | |
| SAFE ONLINE RELATIONSHIPS Evaluate the success of different texts in promoting respectful online practices. How will your text achieve this? | |
| EFFECTIVENESS /RELIABILITY Evaluate the effectiveness and reliability of a range of digital texts by discussing one you didn't find reliable and one you found was | |
| TEXT SPECIFIC LANGUAGE Ensure you explain the meaning of technical language and uses abbreviations of text-specific language accurately and consistently | |
| REFERENCING Ensure you include a dedicated reference list, adhering to APA referencing standards and uses resources from a range of reliable and credible sources | |
| PLANNING You must integrate detailed notes into the plan, including paraphrased and summarised information. You must submit planning notes also. | |
| DRAFTING Ensure you have corrected errors in your text and reviewed meaning and detail in text | |
| FEEDBACK You must discuss feedback to improve understanding and application, and provide feedback to peers on their texts. What were your peer suggestions? How did you take these on? | |
| FINAL You must submit a final copy with correct structure and language | |

| | |
|---|--|
| SPELLING Aim to access tools to spell familiar and unfamiliar words correctly | |
| PUNCTUATION Seek to use a range of complex punctuation correctly (e.g. quotation marks for direct speech, apostrophes and commas, full stops and question marks to end sentences) | |
| GRAMMAR Uses compound/ complex sentences in line with standard Australian English grammar and varies sentence type and beginnings for effect For the booklet | |

Signature:

Date

Helpful resource:

As a class we will review this source.

<https://www.brainline.org/article/lost-found-what-brain-injury-survivors-want-you-know>

Source check

| Source | How reliable is it? |
|--------------------------------------|---|
| | Check <ul style="list-style-type: none"> - education of contributors - their resources - how accessible it is - reviews about this source |
| Scott's book Crashing into potential | |

| | |
|--------------------------------|--|
| | |
| TED talk by Dave Henry | |
| TED talk by Brandon and Lauren | |
| ABC Broken series | |
| Other: | |

Which is most/least reliable and why?

From here complete the digital booklet for either survivors or their families or both`1

Preparation tasks:

- How hard is it for families and individuals navigate life changes? Read page 58 where Scott talks about quitting alcohol. How would this impact his life as a young person in Australia?
- How did his surgeries discussed on p 59 impact his life and that of his family?

VM Literacy Context Resources for Crashing Into Potential

Introduction Activity 1

- Think about your own life and how your brain helps you.
- Use the 'how I like to move my body' and 'how my brain helps me morning to night' handouts.
- Complete 5 minutes of independent annotation. Think of things you do each day such as getting out of bed and eating breakfast plus things specific to you that may be associated

with your hobbies and interests or part time job and add these to the brain and body templates.

- For ten minutes discuss this as table groups add to your handouts so you all have at least 15 things listed.
- Share some of these things with the class.
- Choose the three that matter the most to you?



SCOTT *R* **HARRIS**

Activity 1

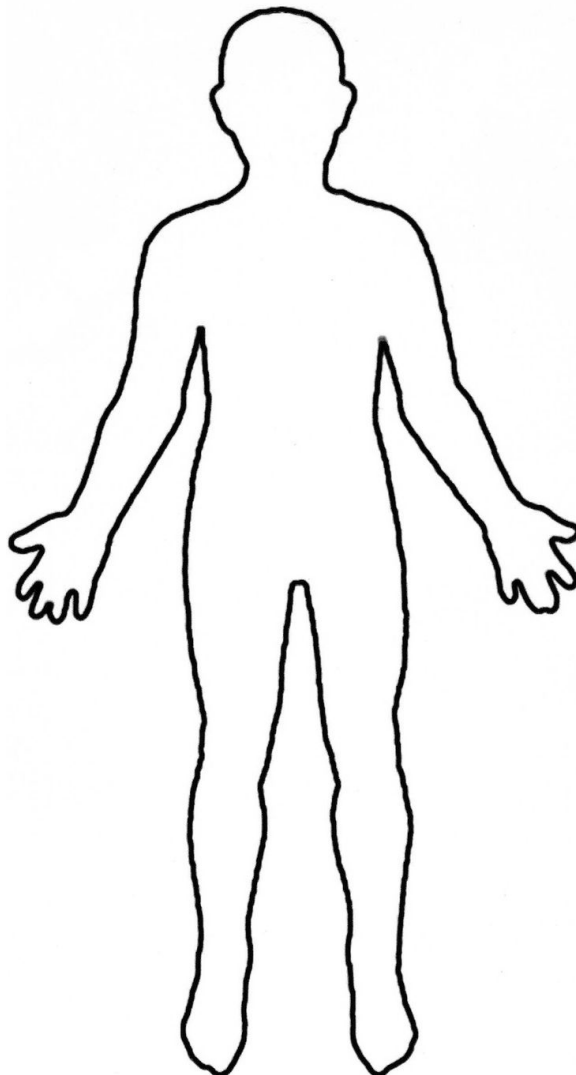
Mini Research Task

<https://www.brainline.org/article/lost-found-what-brain-injury-survivors-want-you-know>

- Use the above website and others to research how a brain injury affects people
- Find at least once case study and write 4 details about it
- Dot point 5 struggles faced by people with brain injuries and share with the class

How my body supports me from morning to night

Spend five minutes writing down all the things your body helps you do from morning to night:



How my brain helps me from morning to night

Spend five minutes writing down all the things your brain helps you do from morning to night:



Activity 2

Living with a Brain Injury



Watch this clip and complete the below
[Broken Part 1: Living with a Brain Injury - YouTube](#)

TK is 22 years old and six months ago he had a car accident with left him with a traumatic brain injury. He’s just learnt to grab a toothbrush again at the ABI rehabilitation centre.

‘I wasn’t wearing my seatbelt and I hit the front dashboard and it flung me back’

His mother explains that when she first saw him after the accident ‘he looked unscathed’ but why was this ironic?

What were his hopes for young adulthood?

How often does someone sustain a brain injury in New Zealand? _____

Terry the truck driver had an accident on the road. What has Terry forgotten?

How challenging would this be for his wife Robyn?

Stephanie Kennerley Clinical Psychologist explains how two people can come in with ‘very similar scans’ but can present ‘completely different’ and long-term effect may be different. How does this make it hard to create treatment plans or to tell families what to expect?

“Our brains are delicate organs surrounded by fluid. When we hit our head, the fleshy brain crashes into the hard skull damaging the tissues.” Client three Eltje says ‘life has lost its shine’. What does this metaphor suggest?

The last thing she remembers is cycling on a highway. Likely she was the victim of a hit and run incident. Medics use the Glasgow Coma Scale to determine how severe a brain injury is and when Eltje was assessed hers was the lowest possible survivable rate. They didn't think she would ever speak again. She's been lucky, she is determined.

What evidence do you see of Eltje's determination?

How hard do you think TK's challenges would have been for his mother?

He was crying "get me out of the car...I can't get out of the car, Mum".

Johnathon Armstrong is the director of the rehabilitation centre. What is the aim of his newspaper group?

Have you ever been in a situation where it was inappropriate to laugh but you did? What was it that helped you regain composure?

Why is this harder for TK?

"since my accident everything makes me laugh...and it's really bad and it's really good at the same time." Why do you think TK finds it both bad and good?

Terry's son is overwhelmed by his father's accident and injury.

Being hopeful means:

Being realistic means:

Terry's son says you must "accept what you can or can't do." How would it be hard to balance hope and realism with a brain injury?

Tk says 'I'm on my second chance of life'

Activity 3

Possible extension for homework:

Watch part 2 of the five-part series

[Broken Part 2: Living with a Brain Injury - YouTube](#)

How do the characters cope, struggle and start to heal in this series

| Person | How they coped | How they struggles | How they started to heal |
|--------|----------------|--------------------|--------------------------|
| | | | |
| | | | |
| | | | |

TK’s mother says “we lose a part of that person...it’s a huge grief...we watch a part of that person slip away...it’s not that I’m not hopeful.’ Why do families of brain injury survivors grieve despite the fact their loved on is alive?

She also says her biggest fear is that he will ‘be judged by his disability and his friends won’t understand that he cant to things like....drink.’

Scott Harris also says he had to stop drinking due to how much alcohol affected his injured brain. How hard is it not to drink in Australian society and why is it like this?

Tk worries ‘is the world going to be good or is it going to be bad’

How hard do you think life will be for TK? Draw him in the middle of a page and some of his current and potential future struggles around him.

Activity 4

When the body is suddenly impacted by disability



- Australia's Bionic Dad Matthew Ames
- Watch <https://www.youtube.com/watch?v=hYqLLf4ZLKM&t=32s%20Matthew%20Aims%20bionic%20man>
- Complete reflection

'How would I cope?'

How do you think you would cope if you were thrust into such a situation? Write a paragraph response:

Activity 6

Watch: https://www.ted.com/talks/david_henry_surviving_brain_injury?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare and answer any 6 of the following questions.

1. Why did people say Dave Henry was 'lucky'? Why didn't he feel lucky?
2. 35% of those people who have committed suicide have had an unreported concussion. Why may this be so?
3. His second injury was having his face partially destroyed and neck and shoulder injuries. Again and he was told his best case at life was living as 'a vegetable' (note this is an

extremely ableist phrase that we want to avoid using). And he had a titanium cheekbone and plastic. Eye socket inserted. Depression and anger mismanagement resulted. He tried to be tough. At school he was near the top of the class which made himself and others further dismiss the impacts of a supposed Brian injury.

4. "I thought I was being a man...being tough." Why do people find it hard to show vulnerability? 'There is. Nothing easy about this...it is humiliating and liberating'. How can being vulnerable be liberating?

5. It liberates you and allows you 'to listen...'there are many great ideas out there and you. Need to see what works for you'. Chat to classmates about what they do to cope with struggle. What was similar between you verse different?

6. You need to do the 'work' David says. 'just because you want to feel better doesn't mean it happens automatically'. How hard is it to put in the work? When is a time you maybe felt overcome by self pity but had to pull yourself together and put in the work?

7. Go home and ask your family about times they thought they had to be tough and see if they are happy to share times they realised it's important to be vulnerable.

| Family member | When they tried to be tough and why? Was this the right decision | A time they were able to be vulnerable and how it helped to ask for help |
|---------------|--|--|
| | | |
| | | |
| | | |

Activity 7 TED TALK: Living With Brain Injuries Taught Us Advocacy

[Living with Brain Injuries Taught Us Advocacy | Brandon Kidney Lauren Migliaccio | TEDxCSU - YouTube](#)

1. What is a concussion?
2. What can it cause?
3. How many people suffer brain injury but were not hospitalised
4. Leading causes-

Name 2

-
-

Second impacts syndrome is when two or more concussions happen in a small period of time. It is usually fatal.

5. What are the difference between Brandon and Lauren's two injuries?
6. Cognitive injuries can mean conversation is hard as it is hard to remember where it's been and going. Do you think it would hard for those engaging with these people?
7. What are some physical signs of a brain injury?
8. Energy is impacted also. How does Lauren use the 'spoon' theory to explain how hard it is to find energy?

They were 'forced to change' and have to 'catch up'

People say 'that happens to me all the time' and try to make people like Lauren feel better but the problem is the difference from then to now. They didn't have these problem before

Lauren realised when she was failing that something was wrong because before she did really well. She realised her whole life changed. She found friends exhausting and she didn't laugh at the same things.

Brandon's symptoms were easier to figure out as they started the day after the injury but even years later they were not better and his doctor said "it's time to stop treating the brain injury and learning how to live with it"

Lauren talks about advocating. Brandon admits 'no one wants to be the oddball...most people...pretend nothing wrong' and it impacts success. Lauren too says she had PTSD depression anxiety and sensory issues. Lauren's professor asked if she would have liked to have the exam read to her and Lauren realised 'you can't be complacent'.

7. The two developed the CSU brain injury community. What does this community hope to do?

'we took a deeply personal and hurtful expression and we found a little space for laughter'

'it's so isolating when you have a disability that no one can see...you wonder if you're making it up' but others help you realise 'I'm not alone'

8. 'when you look normal it's hard to accept things are not normal up here'. How can appearances be deceiving when it comes to brain injury?

And the two moved from self-advocacy to advocating for others.

1 in 5 Americans live with an invisible disability and 'need an audience who is willing to hear what they have to say'

9. Brandon says 'people need to be willing to have a discussion about it' and advocacy 'isn't about asking for charity it's about how I will be most successful in a given situation...so I can give the most back'. How does society sometimes judge those asking for 'special conditions'?

10. Lauren tells us to see invisible disability with our heart. She says: *"let's embrace a childlike perspective and give people the benefit of the doubt. In a world where we demand proof and evidence so that we know things are the way they are supposed to be let's accept the fact that maybe we aren't given apparent evidence for someone's condition"*

Activity 8 Starting Scott's book

Let's watch this clip together: [Book promo Crashing Into Potential - YouTube](#)

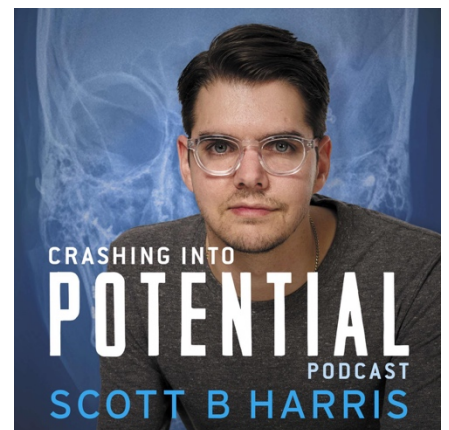
Write down 3 things you feel you have learnt about Scott

- 1.
- 2.
- 3.

And The Project covering Scott's book [The Project - YouTube](#)

What are 4 interesting insights you got from this clip:

- 1.
- 2.
- 3.
- 4.



Front cover predictions: why do you think Scott chose this image for the front cover?

Dedication: who did Scott dedicate the book to and why?

Activity 9 Scott's uncle John Silvester's forward

Why do you think John wanted to write this forward? Complete the below by answering the columns in the right hand column.

| Quote | Page number | Meaning behind the quote How does this show Scott struggling with or overcoming adversity? Answer guiding questions below: |
|--|---|---|
| <p>“he was in a coma, and when he regained consciousness had post-traumatic amnesia...no short term memory... a footballer who suffers a severe concussion may be in that state for a few hours. Scott was there for forty days”</p> | <p>Foreword by Scott's uncle John Silvester</p> | <p>How do you think his family felt?</p> <p>How would Scott have felt?</p> |
| <p>“he had to relearn how to talk, walk, eat and swallow...undergo a series of operations [for] his neck, shoulder, arm and hand...the apprentice electrician was rewired”</p> | <p>Foreword by Scott's uncle John Silvester</p> | <p>What is John communicating about Scott's determination?</p> |
| <p>“as his recovery slowed his frustration increased”</p> | <p>Foreword by Scott's uncle John Silvester</p> | <p>How difficult would this have been for Scott?</p> |
| <p>As a keen “white-water kayaker’ plus ‘footy, soccer, hockey’ player who went ‘skateboarding, wakeboarding, snowboarding...water skiing...he wanted to excel but would lose interest if he were not the best’</p> | <p>Foreword by Scott's uncle John Silvester</p> | <p>Why did Scott had to change his mindset from someone who gave up if he wasn't the best?</p> |
| <p>“once he dwelled on what he couldn't do. Now he rejoices in what he can”</p> | <p>Foreword by Scott's uncle John Silvester</p> | <p>How did Scott change?</p> |
| <p>“he knows some of his dreams now can never be fulfilled but he has new ones”</p> | <p>Foreword by Scott's uncle John Silvester</p> | <p>Ask your parents about when they had to change their dreams and share some of their insights with the class next lesson</p> |

Activity 10 Prologue and Part 1 Meeting Adversity Head On

The prologue of Scott's book titled 'resilience' highlights the purpose of Scott's book. Choose one line that you think captures Scott's purpose:

Quote and what you think it means:

Resilience. Complete the following in your journal.

- Look at the meaning of 'resilience' on page 1. How does this relate to you. Think of a time you had to show this? Share with a partner.
- Write in more detail about that OR draw an image and explain it. It can be a group of symbols.
- Can you apply this to someone else in your life? Who is the most resilient person you know? Share with the class.
- Why doesn't Scott "want this book to be just a story"?
- What do you think is the meaning of quote Scott uses when he writes "falling down is an accident, staying down is a choice" on p 3? Explain a time you stayed down and a time you chose to get back up.



Family: childhood pp 7 -10

- What was Scott's family like before the accident? Use a quote and describe what this implies about this family.
- His family arriving at the hospital p 14-15

The Accident: *"once they had landed, it was time to remove my helmet, which was the only thing holding my skull together and stopping it from exploding"* pp 13-14

"I'm just glad I wasn't there to witness my family having to deal with the pain that hit them at that time" & *"Facial reconstruction was required to piece my face back together"* p 16.

- How do you think Scott's family have felt and why?
- Emails as the modern letter writing: How does writing the emails help the Harris family? In groups read one of the letters from pp 17-26 and report back what the email tells us and how it could have helped the Harris family and those who received it. Discuss both what the letters says and what it implies.

Moving into Rehabilitation p 27

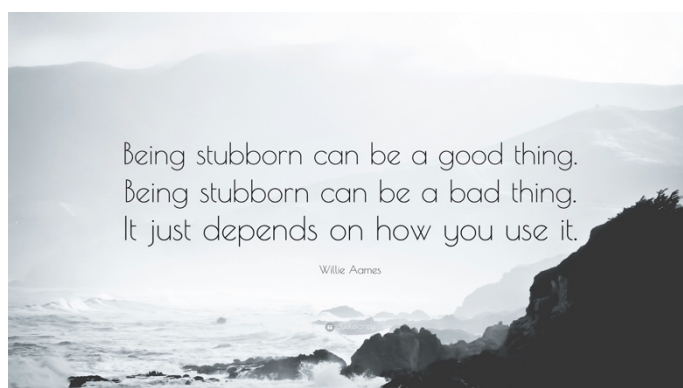
- Scott confesses *“by this stage it was becoming apparent to my immediate family that I might never gain the independence that is mandatory to being a grown up. But I was determined to give it all I had.”*
- How did Scott take control, at Epworth Rehabilitation Centre?
 - 1.
 - 2.
 - 3.
- Scott’s journey is not over p 45 *“my speech is still getting better...”* *“this was the first fundamental skill that I had to relearn as a 23 year old: how to talk”*. How hard would it be to relearn such skills?

Stubbornness is a virtue

What are you really stubborn about?

Is stubbornness a virtue?

What can you tell about Scott’s stubbornness and determination on p 47? Use at least one quote from. Scott’s book in your response.



Activity 11 People who you want to acknowledge

Dot point 3 people you would acknowledge for supporting you on your life journey and why:

Person 1:

Reasons:

Person 2:

Reasons:

Person 3:

Reasons:



Activity 12: Activity: Hedgehog or Lion?

1. Brainstorm what a hedgehog is like. Then brainstorm what a lion is like.
2. Stand on the left side of the room if you are a hedgehog when it comes to responding to conflict. Stand on the right side of the room if you are a lion when it comes to responding to conflict.
3. In your group answer these questions
 - *How we respond to conflict*
 - *Why we respond like this*
 - *How others can help us respond more effectively*
 - *How we can help ourselves respond more effectively*
4. Is there a time you broke away from your typical pattern of responding to conflict/hardship? Share with others.
5. Extended journal response: Which is more problematic- being a hedgehog or a Lion? (hint: they are both quite problematic)



Activity 13: Neuroplasticity



What is “the phenomenon of neuroplasticity” that Scott talks about on pp 35 to 36 and why does this give people hope?

The effects are wide-reaching

On p 37 Scott explains some of the things that made him hard to live with after the accident. Dot point these.

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What are some ways for families to support people like Scott and support themselves too?

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Activity 14: Complete Scott’s challenge from p 37

Have a whole conversation with someone without using the letter ‘e’. How hard was it? Complete this orally and then write a ten-sentence exchange. Share with partner and class.

P 43 How would Scott have felt reading this summary report from the rehab centre and why?

Activity 15 Having Goals

- P 49 Scott talks about his goals. How did goals help him? What does p 50 reveal about when we try to go too fast?
- We will be working through Scott’s Overcoming Adversity workshop which is about goal setting during term 2 so start to think about your short and long term goals (these can be based on achieving practical things like a job or about personally concepts such as emotional regulation in daily life)

Depression p 67-77 how the snow saved Scott

P 78-81 summarise Scott’s tips for **overcoming depression**

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Activity 16 Favourite Quotes task:

Find your favourite quotes and add to them to the table below as we work through the book

| Quote | Page number | Meaning behind the quote How does this show Scott struggling with or overcoming adversity? |
|-------|-------------|---|
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Activity 17 Create a picture collage to explain Scott’s social anxiety

Social anxiety p 169 *“I cannot differentiate between what was actually happening and the ideas that were building up in my head...it didn’t take much for my paranoia to kick in”*
and



“I was totally aware that these emotions and thoughts were not good for me, but I couldn’t stop them...the negative thinking was running on autopilot and I started to sink into my shell again” p 169.

Social anxiety is common- see list p 106. Why would these cause anxiety. Do you relate to any of these? Explain

Activity 18 Coming home

On p 177 Scott writes *“if there’s one thing that the motorbike accident has done for me, its that it has stained my blood with determination”* and on p 178 *“I put no restrictions on my life at all now. I believe that if I want something enough, I can make it happen.”*

What helps you be determined? How can hardships make us stubborn and committed to living purposefully?

Regarding overcoming adversity Scott says *“you can cry over it or you can get over it.’ Why is it not helpful for us to refuse to move past adversity?* p 181 and *“I can honestly say that life has got better since I’ve had my accident...this is because of what I’ve turned my life into”* p 180.

How can tragic hardship enrich our lives? Seek these out in your unlikely heroes. Go and ask friends and family and bring back at least 2-3 unlikely heroes they can think of. You need to ask people outside of this class.

Who I asked:

Who they nominated:

Why:

Who else I asked:

Who they nominated:

Why:

Activity 19 Belonging and Connecting

P 53 Why was Scott more comfortable around the people at the rehabilitation centre?

What is a place you really belong and why?

How do you communicate with people with a disability. Do you avoid them?

How did Scott's friendship with Damien help him on p 54-57?

"Your mind is the most powerful thing in the world; you only have one, so take care of it" P 58. How do you take care of your mind?

The power of storytelling pp 82- 85 Why is story telling so important?



Activity 20 A Story in Pictures

What do you learn about Scott through the images in the middle of the book- his spirit before and after the accident?

Pick two images that stand out to you most and explain why.

| Image | Why I chose it | What it implies about Scott and his life/journey |
|-------|----------------|--|
| | | |
| | | |
| | | |

Activity 21 Part two: taking on the world



p 89 “slowly, I came to realise that the level at which we set the bar would ultimately determine the outcome”

White Christmas pp 91-102: How did Canada change Scott’s life?

Needing others still- his family come to Hawaii p 103.

Reflection (out of seats)

Do you find it easy to ask for help? Stand on one side of the room if you do and one if you don’t. Share reasons why you stood here. Someone can write these on the board.

Do you find it easy to receive help from others? Again move to the side of the room that matches your response.

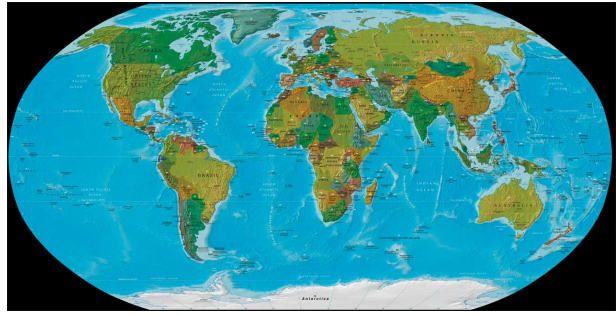
Do you know how to help people in trouble? Move and share.

Have you ever had someone in your life in a difficult situation and not know how to help them? Move and share.

Sit back down and reflect why we need to ask for help and why it can be hard for some to ask for help.

Activity 22 The power of travel

Where do you want to travel and why?



Create a dream holiday collage.

Read about Scott's travel in Japan pp 108-120. He writes *"travel is the only thing you can buy that makes you richer."*

He also writes about exploring The Greek Islands pp 142-149. How did this experience boost Scott's happiness and confidence?

Strong bonds:

Read about Scott meeting Jasmine pp 120-154. Why do you think Scott and Jasmine were so drawn to each other?

Is there someone in your life who understands you more due to shared experiences? Share with a classmate. You could journal about this,

Turning point pp 155- 182

Draw a picture or make a collage to show how Scott finally reached his turning point. What made him start to achieve great things?

Activity 23 Summarising and reflecting on 'Crashing into Potential'

2. Summarise **Scott's story**

Brainstorm – what are the key parts of this story?

Write your summary

Read over your writing to check it makes sense and is accurate (spelling, capitals, full stops etc.)

3. Think about **your reaction** to his story.

What did you like?

What didn't you like?

What made you laugh?

What aspects of his journey did you relate to?

How did you feel reading/listening to different parts of the book?

Write your summary.

Extension questions

- a. What sort of student do you think Scott was, when he was at school? The film doesn't show us, so you will need to make inferences and explain your answer.

- b. After reflecting on Scott's story, what would you say is the key message?

- c. Make a prediction about what comes next and explain your answer. Will life be easy for Scott now that he has worked so hard to overcome so much