



CRASHING INTO
POTENTIAL

Bachelor Program
Students Workbook



Table of Contents

Wellbeing	3
Overcoming Adversity Pillars	4
SMAART Goals	4
Choices	8
Mindset	12
Perseverance	16
Recap	19
Discussion	22
Feedback	23
English	24
English Lesson 1 - Worksheet 1 - GOALS	25
English Lesson 1 - Worksheet 2 - GOALS	26
English Lesson 1 - Worksheet 3 - GOALS	27
English Lesson 2 - Worksheet 1 – GOALS	29
English Lesson 2 - Worksheet 2 – GOALS	32
English Lesson 3 - Worksheet 1 - MAKING THE RIGHT CHOICES	34
English Lesson 4 - Worksheet 1 - MAKING CHOICES	36
English Lesson 5 - Worksheet 1 – MINDSET	39
English Lesson 6 - Worksheet 1 - MINDSET	41
English Lesson 7 - Worksheet 1 - PERSEVERANCE	44
English Lesson 8 - Worksheet 1 - PERSEVERANCE	46
English Lesson 9 - Worksheet 1 – DISCUSSION	48
English Lesson 10 - Worksheet 1 – DISCUSSION	50
English Lesson 10 - Worksheet 2 – DISCUSSION	51
Health and Physical Education	53
HPE Lesson 1 - Worksheet 1 - GOALS	54
HPE Lesson 2 - Worksheet 1 – MAKING THE RIGHT CHOICES	55
HPE Lesson 2 - Worksheet 2- MAKING CHOICES	56

HPE Lesson 3 - Worksheet 1 – MINDSET	57
HPE Lesson 4 - Worksheet 1 – PERSEVERANCE	59
HPE Lesson 4 - Worksheet 2 – PERSEVERANCE	60
HPE Lesson 4 - Worksheet 2 – PERSEVERANCE	61
HPE Lesson 4 - Worksheet 2 – PERSEVERANCE	62
HPE Lesson 4 - Worksheet 2 – PERSEVERANCE	63
HPE Lesson 5 – Worksheet 1 – DISCUSSION	64
HPE Lesson 5 - Worksheet 2 – DISCUSSION	66
HPE Lesson 5 - Worksheet 3 - DISCUSSION	67
Visual Arts	68
Visual Arts Lesson 1 - Worksheet 1 – GOALS	69
Visual Arts Lesson 1 - Worksheet 2 – GOALS	70
Visual Arts Lesson 1 - Worksheet 3 – GOALS	71
Visual Arts Lesson 1 - Worksheet 4 - GOALS	72
Visual Arts Lesson 1 - Worksheet 5 – Colour Theory	73
Visual Arts Lesson 2 - Worksheet 1 - MAKING CHOICES	77
Visual Arts Lesson 3 - Worksheet 1 – MINDSET	79
Visual Arts Lesson 4 - Worksheet 1 – PERSEVERANCE	79
Visual Arts Lesson 4 - Worksheet 2 – PERSEVERANCE	80
Visual Arts Lesson 4 - Worksheet 3 – PERSEVERANCE	82
Visual Arts Lesson 4 - Worksheet 3 – PERSEVERANCE	83
Visual Arts Lesson 4 - Worksheet 4 – PERSEVERANCE	84
Visual Arts Lesson 5 - Worksheet 1 - DISCUSSION	85
Performance Arts	87
Performing Arts Lesson 1 - Worksheet 1 – Goals	88
Performing Arts Lesson 1 - Worksheet 2 – Goals	89
Performing Arts Lesson 2 - Worksheet 1 - MAKING CHOICES	90
Performing Arts Lesson 3 - Worksheet 1 – MINDSET	91
Performing Arts Lesson 4 - Worksheet 1 – Perseverance	95
Performing Arts Lesson 5 - Worksheet 1 - DISCUSSION	96

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. _____
- + _____
- + _____
- + _____

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

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.

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: _____

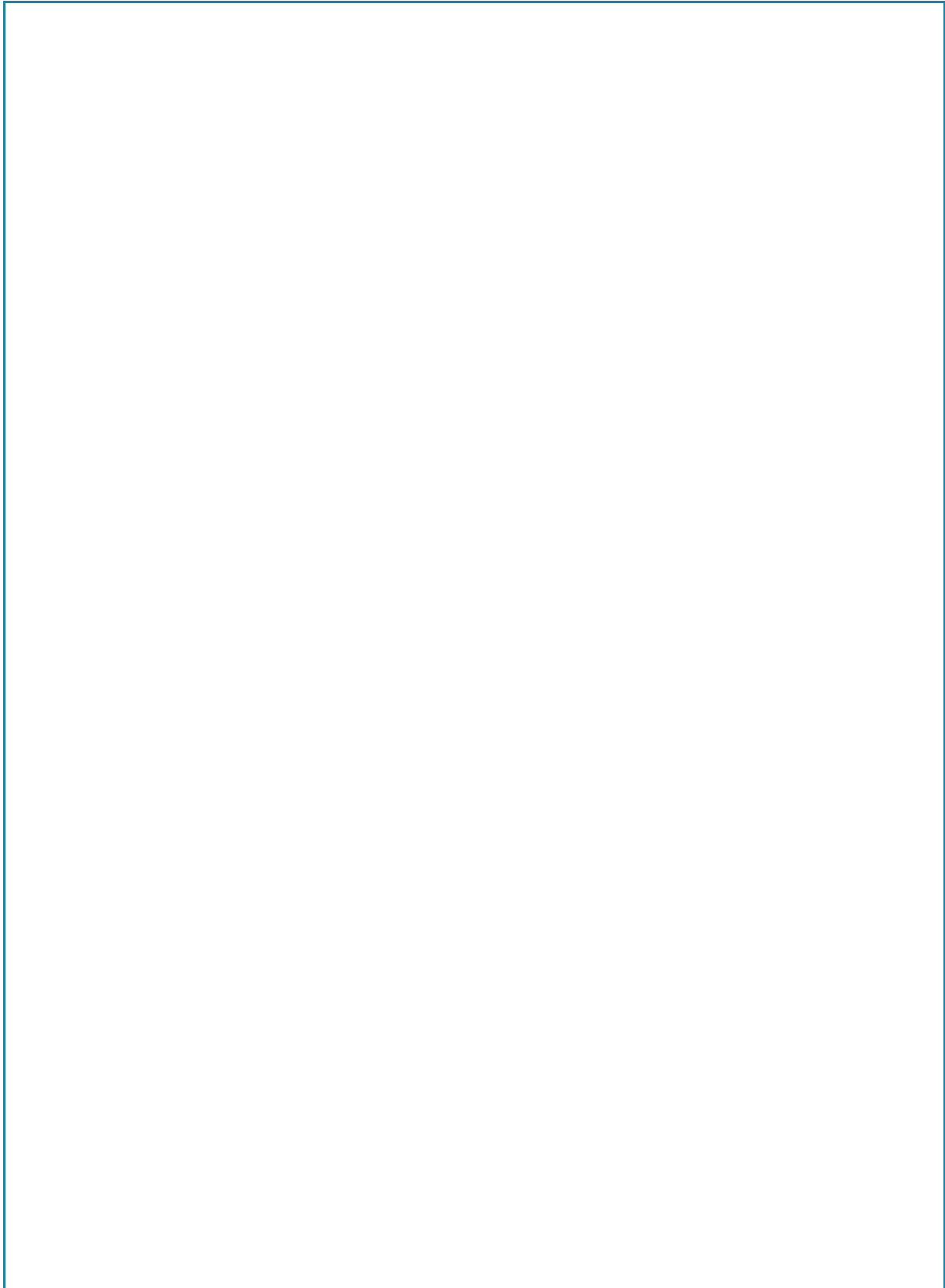
Styles: _____

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?

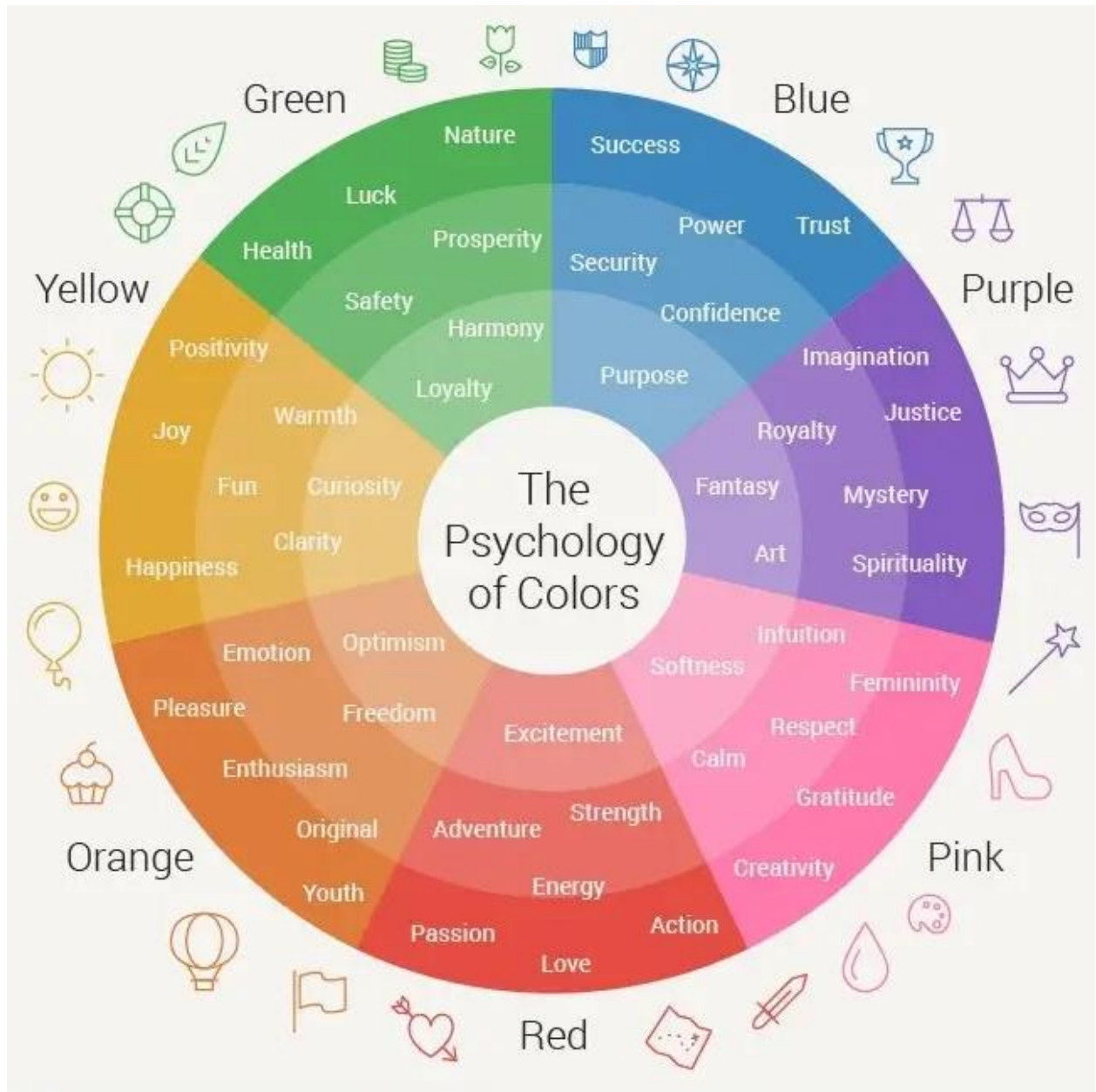
COLOR EMOTION GUIDE

OPTIMISM CLARITY WARMTH
FRIENDLY CHEERFUL CONFIDENCE
EXCITEMENT YOUTHFUL BOLD
CREATIVE IMAGINATIVE WISE
TRUST DEPENDABLE STRENGTH
PEACEFUL GROWTH HEALTH
BALANCE NEUTRAL CALM

Brand logos include: Nikon, ups, Denby's, NBC, Google, IMDB, Amazon, Sprint, Nickelodeon, Hooters, National Geographic Channel, CAT, Chevrolet, Payless, Penzance, Subway, Kellogg's, Nintendo, Kmart, Oracle, YouTube, Coca-Cola, CNN, Netflix, Shell, eBay, Syfy, monster, Big Brothers Big Sisters, T-Mobile, Barbie, Virgin, Exxon, Fanta, IKEA, Dell, JPMorgan, Lowe's, ACE, Starz, Best Buy, HP, Intel, Orkut, Target, Harley-Davidson, DHL, Hertz, Goodyear, Lays, Welch's, Frito Lay, Gush, Sun Chips, Canon, KFC, B, Shutterfly, Avis, McDonald's, Walmart, Facebook, IBM, VW, Dairy Queen, Oreo, Oral B, Pfizer, Vimeo, TACO BELL, Heinz, Gulf, Nike, Puma, BP, Whole Foods, Animal Planet, Tropicana, Spotify, Hess, Huggo, and many others.

Icons at the bottom include: Yin-Yang, Peace, Fist, Lightbulb, Lightning, Smile, and Thumbs Up.

Colour Wheel



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.