Dear Principal,

I enclose a copy of an exciting new resource for teachers, Steve Waugh Presents: Chase Your Dreams.

Steve Waugh, Australian of the Year 2004 and former Australian cricket captain, has spoken at many schools about his career. In August 2004 he asked me to support a project that would enable him, and six other prominent Australians, to speak to all school children about their lives: their aspirations, setbacks and success.

Young people are this country’s future and it is critical that we guide and support them to grow and become all they can be. The Australian Government is committed to helping young people to find and reach their own potential: in schooling, career and life experience.

This kit contains a DVD, video, poster and 36 pages of thought provoking support materials for the use of school teachers. The DVD is interactive, allowing teachers to develop lesson plans across a range of themes including setting goals, leadership, teamwork, bullying and perseverance in the face of setbacks.

This project is an original concept of Steve and Lynette Waugh, and is a collaborative effort between Steve and his management company, TEAM-Duet, and the Australian Government. It is aimed at people between 10 and 15 years of age.

I commend this resource to you and encourage you to have a look before you pass it on to your teachers. I think that our young people will find much in it to inspire them.

Yours sincerely

Brendan Nelson
Minister for Education Science and Training
Steve Waugh presents: Chase Your Dreams

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Overview

As Australian of the Year 2004, Steve Waugh was often invited to visit schools all over Australia. His demanding schedule meant that he wasn’t able to accept all of these invitations so he came up with the idea of speaking to the young people of Australia in a different way. The solution was this resource – a set of six interviews with prominent Australians that can be used to engage students with themes such as leadership, team participation and self belief, and to encourage them to explore their aspirations for the future and chase their dreams.

The interviews on video/DVD are supported by teaching and learning materials which include suggested activities aimed at students aged 10 to 15 years.

Links to curriculum statements

The activities in the video/DVD and supporting material give students exposure to the career pathways of six high profile Australians. They prompt students to think about the career choices and personal challenges people face in chasing their dream.

The interviews with Layne Beachley, John Maclean, Michael Clarke, Cathy Freeman, Shannon Noll and Pat Rafter highlight their diverse career pathways, different levels of education and different work styles, and are an effective stimulus to discussion. The interviews can be used separately or in combination, and themes of interest can be effectively explored using the DVD's interactive facility. Suggested lesson plans are included in the materials and the additional discussion points and activities provided can also be woven into other parts of the curriculum.

The materials are based on the High Five Principles of Career Development (described fully on pages 4-5) and link to a range of existing hard copy and online resources such as The Real Game Series, Discovering Democracy, ReCap, myfuture.edu.au, The Enterprise Education Materials for Primary and Secondary Schools, MindMatters, Racism No Way and Bullying No Way.

Using the resource

In this kit you will find a video, DVD and hard copy support materials.

The video and DVD both contain six interviews with high profile Australians. The hard copy support materials include lesson outlines and links to other relevant resources. The lesson outlines are designed to help teachers maximise the learning experience from watching the interviews. Each outline is based on a key theme and provides teachers with discussion points, a core suggested activity and further activities suitable for students aged 10 -15 years. The DVD has extra features and will enable the viewer to:

- Play one interview of their choice;
- Play all six interviews one after the other;
- Use the interactive feature to explore selected themes which incorporate relevant sections from each of the interviews. The following themes of interest can be accessed using the DVD’s interactive feature:
  - Accessing allies
  - Accepting diversity
  - Believing in yourself
  - Chasing a dream
  - Dealing with pressure
  - Dealing with setbacks
  - Having goals
  - Having a go

The ‘Themes’ section of the DVD will also list the relevant lesson outlines that relate to each theme.

The DVD is also viewable on a (DVD compliant) computer. The DVD ROM feature enables the viewer to select and print the lesson outlines which are available in PDF. To view these data files Adobe Acrobat Reader is required (installers are provided on the DVD-ROM). The help menu available on the
DVD ROM will guide the user through start up and is written for both Mac and Windows operating systems.

The approximate times given in each lesson include an allowance for pre and post viewing of the interviews and one of the activities. Additional time would need to be allowed for students to complete more than one activity.

**Minimum system requirements**

**PC**
- Pentium 2
- DVD-ROM drive
- Windows 98, 2000 or XP
- Acrobat reader installed (installer is on CD)
- Internet explorer 5

**Mac**
- G3
- DVD-ROM drive
- Mac OS 9 or X
- Acrobat reader installed (installer is on CD)

The DVD-ROM component contains all the PDF files as well as Acrobat Reader installers for PC and Mac.

**Accessing PDF files**

**PC**
1. Insert the DVD-ROM
2. If autostart is enabled, stop playing the DVD and quit out of the DVD player application
3. Explore the DVD-ROM using Windows explorer
4. Navigate to the folder “PDF_content”

**Mac**
1. Insert the DVD-ROM
2. Find the disc icon on your desktop and open
3. Navigate to the folder “PDF_content”

The “PDF_content” folder also contains installers for Acrobat Reader. If you cannot open the PDF files, please find the installer (in the “installers” folder for your correct operating system) and follow the instructions. If you require further help consult your IT department.

**The High Five Principles**

The High Five Principles originated in 1995 when a group of Canadian career development experts were asked to spend a day together to summarise what they knew about life, learning and work in five concise messages.

The High Five have proven to have a universal quality and to resonate with people from all walks of life. In Canada, they have been used to promote career development primarily for young people and the messages have been incorporated into a variety of products, workshops, activities and speeches. The Principles are now finding their way into materials and activities around the world.

In Australia, The High Five Principles underpin The Real Game Series, a suite of career and lifeskills programmes for 8 to 18 year olds. For information see the Australian Real Game website at www.realgame.gov.au.
<table>
<thead>
<tr>
<th>High Five Principles</th>
<th>Outcomes for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change is Constant</strong></td>
<td>Students will understand that:</td>
</tr>
<tr>
<td>We change constantly, and so does the world around us – including the working world. Because a single occupation will no longer take workers from the beginning to the end of their working lives, adaptability is an important skill to carry throughout life.</td>
<td>- We change and the world around us also changes;</td>
</tr>
<tr>
<td></td>
<td>- Change is inevitable and often positive;</td>
</tr>
<tr>
<td></td>
<td>- It is important to be flexible and resilient through life’s changes;</td>
</tr>
<tr>
<td></td>
<td>- Opportunities often arise from change; and</td>
</tr>
<tr>
<td></td>
<td>- It is possible to think positively about change and to embrace it.</td>
</tr>
<tr>
<td><strong>Learning is Ongoing</strong></td>
<td>Students will understand that:</td>
</tr>
<tr>
<td>Completing secondary school, TAFE or university is not the end of learning. People have to recognise, seize and take advantage of their opportunities to learn – opportunities that are everywhere.</td>
<td>- Learning is not just about what they do at school, TAFE or University;</td>
</tr>
<tr>
<td></td>
<td>- In today’s world, people need to keep updating their skills and knowledge throughout their lives; and</td>
</tr>
<tr>
<td></td>
<td>- You can engage in formal learning at any point in your life – ie if you don’t go straight from school to university or further education that pathway is not forever out of reach.</td>
</tr>
<tr>
<td><strong>Focus on the Journey</strong></td>
<td>Students will be encouraged to:</td>
</tr>
<tr>
<td>Travelling through life is like travelling down a road. Having a destination provides direction, but we still must take one step at a time. We must pay attention to the steps of the journey with their pitfalls, sidetracks, opportunities and possibilities for new destinations.</td>
<td>- Remember the ultimate goal, but also to focus on the steps along the way;</td>
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<td></td>
<td>- Realise that their life is the journey. The steps along the way can be enjoyed, including the side trips and diversions; and</td>
</tr>
<tr>
<td></td>
<td>- Appreciate that all life experiences are steps towards a person’s future goals – even if some of them do not seem positive at the time.</td>
</tr>
<tr>
<td><strong>Follow Your Heart</strong></td>
<td>Students will see that:</td>
</tr>
<tr>
<td>People’s dreams can lead to an understanding of what they really want. These desires are prime motivators in shaping a rewarding career. Dreams may be difficult to attain, but no-one should be afraid to pursue them.</td>
<td>- Dreaming about the future can help them understand what they want in their lives;</td>
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<tr>
<td></td>
<td>- Being focussed on future goals can help you overcome challenges and obstacles;</td>
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<tr>
<td></td>
<td>- People are often happier when they follow their passions; and</td>
</tr>
<tr>
<td></td>
<td>- Their dreams may reveal information about their personality that can assist in achieving their dreams.</td>
</tr>
<tr>
<td><strong>Access Your Allies (secondary) and Find Helping Hands (primary)</strong></td>
<td>Students will:</td>
</tr>
<tr>
<td>The journey of life is not taken alone. Friends, family, facilitators, neighbours—any of them can be willing and helpful team mates when it comes to deciding what steps to take on life’s path.</td>
<td>- Recognise the value and input of the people in their lives;</td>
</tr>
<tr>
<td></td>
<td>- Understand that they can be an ally to others;</td>
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<tr>
<td></td>
<td>- Appreciate the power of teamwork and leadership;</td>
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<td></td>
<td>- See that they are part of a community; and</td>
</tr>
<tr>
<td></td>
<td>- Understand that inclusion and compassion can be powerful in people’s lives.</td>
</tr>
</tbody>
</table>

(Adapted from The Real Game Series - www.realgame.gov.au).
Biography, Steve Waugh AO

Australian of the Year 2004

Steve Waugh was born in Sydney, NSW in 1965. He grew up with brothers Mark (his twin), Dean and Daniel and sport was a big focus for the Waugh family. During his school years, Steve’s aptitude for sport came to the fore. He was selected for all State Cricket Teams from Under 12 through to Under 19, played reserve grade soccer for Sydney Croatia in the Senior State League, and played soccer for the Australian School Boys team. In 1982 he made his first grade cricket debut for Bankstown.

Steve began his Test career in December 1985, 12 months after making his Sheffield Shield debut for NSW. Two years later he was a star of the 1987 World Cup in India and Pakistan, where his middle–order batting, steely–nerved bowling and exceptional fielding were a key component in Australia’s surprise victory.

In 1989 Steve helped win another World Cup and made 393 runs before losing his wicket in England. Despite his apparent success, Steve admitted that he did not understand his own game and, overall, his performances lacked consistency. During the 1990-91 season, Steve lost his place on the Australian Test Team to his twin brother, Mark. Refusing to be beaten by this turn of events and plagued by a nagging back injury, Steve worked hard to improve his game.

In 1999 when Steve was rated as the world’s Number 1 batsman, he was appointed Captain of the Australian Test Team. Under his leadership, the already successful side was to become one of the best cricket teams of all time. Steve’s captaincy led to a record run of 16 consecutive Test match wins. At 36, he won the Alan Border Medal as Australia’s best player of 2001. Recognised for his determination and ‘never say die’ attitude, Steve has earned a place in the history of cricket greats.

Not only is Steve a great cricketer, but his work off the cricket pitch is just as impressive. He has written 12 books and become one of Australia’s best-selling sports authors. Yet it is his charity work, especially his ongoing patronage of Udayan, a children’s home in Calcutta, India, Camp Quality and the Spastic Centre of NSW, that has earned him an enviable reputation well beyond the realms of sport.

Steve Waugh was named Australian of the Year 2004 after retiring from cricket in January.

Career Highlights

- Australian of the Year 2004
- Awarded Order of Australia in 2003 for his service to cricket and charity
- Awarded the Alan Border Medal in 2001
- Played 168 Tests for Australia 1985-86 to 2004, scoring 10,927 runs
- Scored 23,943 First-Class runs (average 52.05)
- 325 Limited-Over Internationals, 7,569 runs
- Author of 12 books
- Patron of Udayan, a children’s home in Calcutta, India
- Patron of Camp Quality and the Spastic Centre of NSW
Biographies of Profiled Australians

Layne Beachley
Born in Sydney in 1972, Layne’s adoptive mum died when she was six and she was raised by her adoptive dad. She has surfed since the age of four, when her dad and brother introduced her to the waves. By the age of 20, Layne was ranked number six in the world. Following a rigorous training regime, by December 2003 she had won an historic sixth consecutive world title, joining US great Kelly Slater as the most successful competitor surfing has seen. Known for her determination to publicise women’s surfing, Layne has worked as an occasional TV sports reporter and commentator - a career direction she hopes to follow after she’s finished with the pro tour.

John Maclean
A promising rugby league player with the Sydney based Penrith Panthers and a keen triathlete, John’s world changed forever in 1988 when he was hit by an 8 tonne truck during a triathlon training session. Although the severity of his injuries left John a paraplegic, he was never one to just watch the world go by and, in 1995, he made history by becoming the first wheelchair athlete to finish the gruelling Hawaiian Ironman Triathlon. He completed the course again the following year and on his third attempt, in 1997, placed 946 out of 1421 athletes. The first wheelchair athlete to swim the English Channel, he has represented Australia at the Olympic and Paralympic games and is a record holder in the road race and time trial at the National Handcycling Championships. In line with a personal philosophy that there are ‘only possibilities’, in 1998 he established the John Maclean Foundation to assist physically challenged children to live their lives to the full.

Michael Clarke
Born in Sydney in 1981, at just 18 years of age Michael had made his first-class debut, playing for NSW at the Sydney Cricket Ground. He played skilfully enough to be selected for the Australian under-19 tours to England and Sri Lanka. Displaying his trademark enjoyment of the game, Michael solidified his place in the NSW side, made his one-day international debut against England and, replacing injured Damien Martyn, was selected for Australia’s tour of the West Indies. One-day trips to India, Sri Lanka, Holland and England followed. In 2004 he joined Australian Harry Graham as only the second cricketer to score a century on their test debut away from home when he reached 151 against India. By all accounts his is a star that will continue to rise for many years to come.
Cathy Freeman

Winning her first gold medal at school athletics when she was eight, Cathy burst on to the national scene as a 15 year old in 1988 when she was selected for the Australian 4 x 100m relay team. Cathy competed in the Commonwealth and Olympic Games in the 1990’s and then, in 1997, the young Aboriginal woman from Mackay in Queensland became the centre of attention when she became the world’s number one 400m runner. At the 2000 Olympic Games in Sydney she carried the hopes and dreams of a nation when she ran the 400 meters before a massive world wide television audience - and won. Cathy’s numerous sporting achievements have secured her place as a truly international personality and role model.

Shannon Noll

Growing up on the family’s 4,500 acre property near Condobolin, north west New South Wales, was a formative influence on 29 year old Shannon Noll. Shannon and his two brothers, Adam and Damien, were thrown into turmoil when their father died in a tragic farm accident. With a fiancée and a six month old baby to think about, Shannon experienced the highs and lows, helping run the family farm during a drought and playing music in a local band. Shannon took a big gamble when he auditioned for Australian Idol in 2003. With his talent and positive attitude getting him through week after week of auditions and performances, he eventually made it through to the grand final. Although voted the runner up, Shannon had so greatly impressed judges and fans across the country that he was offered his own record deal within days. Since then Shannon has amassed a swag of number one singles, a number one album, a sell-out nationwide tour, and has quickly become one of Australia’s most popular up and coming music stars.

Pat Rafter

The seventh of nine children, Pat was born in Queensland in 1972. From the age of five Pat was a regular at the Mt Isa tennis courts playing with his father and brothers. Despite disappointments and recurring injuries, Pat went on to win many career titles including back to back US Opens in 1997- 98. Pat has an unfailing commitment to fair play and in 1997 received a Diploma of Honor from the International Committee for Fair Play (CIFP) when he reversed a line call in the second set tie-break against Andrei Cherkasov to virtually hand his opponent the match. Pat achieved the ranking of World No. 1 in 1999 after being ranked in the world top 10 for most of the prior two years. In addition to supporting environmental causes, in 1999 Pat established the Cherish the Children Foundation aimed at giving assistance to kids wherever they need it.
Chasing a Dream

Key themes: Chasing a dream and Accessing allies (or being one)

Overview

Students gain an understanding of the importance of hard work and dedication to achieving one’s dreams and the importance of support gained from allies.

Time

Approximately 90 minutes

Materials

Video/DVD – Steve Waugh presents: Chase Your Dreams (All interviews are relevant)

Learning objectives

1. Students develop an understanding that hard work and dedication are needed to achieve a dream.
2. Students develop an understanding of what an ally is and how to become an ally.
3. Students develop an understanding that believing in yourself is necessary to realise your dreams.

Preparation

1. View the video/DVD.
2. Select the relevant interview(s) for students to view.
3. Review and familiarise yourself with the interview(s) and additional information provided in the biography and websites provided in the resources section.
4. Read the information on the High Five Principles – Follow your Heart, Learning is Ongoing, Change is Constant, and Access Your Allies/ Find Helping Hands.

Discussion points

These may be used as a preliminary to the activities or further developed through the activities.

- What is a dream? How important is it to have a dream?
- Why is it important to believe in yourself and your ability?
- What roles do hard work, persistence and sacrifice play in the achievement of one’s dream?
- Who else might be involved in the process of achieving one’s dream?
- What are the roles of allies or ‘helping hands’? How can you become an ally to someone else?

Suggested activity

1. Students develop a poster representing a dream of the future and what it might take to achieve it. They can use text and images to demonstrate things such as allies (e.g. friends, family, and coaches), high points and setbacks, education (including the idea that learning is lifelong), hard work and persistence (including everyday activities like training, study, and rest).
2. Explore the various dreams represented in the posters and how they relate to the different backgrounds, interests, and values of different people. Discuss the way that people’s dreams can shift as their experiences and circumstances change.
3. Discuss the importance of believing in yourself in order to realise a dream, and the ways that other people who believe in you can help you reach your dreams.
Further activities

- Students write a narrative about the life of one of the profiled Australians to demonstrate the path they took to achieve their dream. They can use a first person narrative and write a series of diary entries that demonstrate their belief in themselves and the pressures, hard work, dependence on allies and emotions experienced along the journey.

- Explore who can be allies. Students develop a list of significant people who might be able to help them to achieve a dream, and give reasons why they have identified those particular people. Ask students to think about their own skills and attributes and identify people within their circle of friends/acquaintances for whom they could be an ally.

- Discuss the aspect of hard work that is raised throughout the interviews. Ask students to consider the everyday activities that the profiled Australian would need to undertake and the more special activities that are part of their occupations (e.g. everyday activities of weight training and stretching sessions for the athletes or voice training for the singer compared with the more high profile/special activities of competing/performing or attending award ceremonies). As a result of class/group discussion students should understand the importance of hard work, sacrifice and preparation to achieving one’s dreams.

Summary

Review the High Five Principles – Follow Your Heart, Learning is Ongoing, Change is Constant, and Access your Allies / Find Helping Hands.
Step by Step

Key themes: Having goals and Chasing a dream

Overview
Students use the interviews as a basis to stimulate discussion around the theme of enjoying life and having fun. They explore the value of setting goals, keeping in mind the need to enjoy themselves along the way.

Time
Approximately 45–60 minutes

Materials
Video/DVD – Steve Waugh presents: Chase Your Dreams (Relevant interviews include Cathy Freeman, Michael Clark and Shannon Noll)
Worksheet: Step by Step

Learning Objectives
1. Students demonstrate an understanding that their life is a journey.
2. Students learn that there are many steps along the way in order to achieve a desired goal.
3. Students explore and identify their own personal, short term, long term and career goals.

Preparation
1. Watch the video/DVD.
2. Review and research additional background information about two of the interviewees.
3. Read the background information on the High Five Principle – Focus on the Journey.
4. Photocopy the Step by Step worksheet (if required).
5. Download additional information for activities on goal setting (‘Enhancing Resilience 2’) from the Mind Matters website at www.curriculum.edu.au/mindmatters/resources/resilience2.htm
6. Review appropriate articles related to goal setting from the following websites:
   www.myfuture.edu.au
   www.gradlink.edu.au/content/view/full/376

Discussion points
These may be used as a preliminary to the activities or further developed through the activities.

- People say “life is a journey”. What does this mean?
- What is a goal and how do people achieve goals?
- How can two individuals reach the same, or similar, goals but take very different pathways?
- What does it mean to “take the time to smell the roses”? Why is this important?

Suggested activity
1. Use the video/DVD interviews to draw out goals set by the profiled Australians.
2. Through discussion, draw out key themes from the interviews such as: preparation, setting goals, having fun, dedication, and taking a considered risk.
3. Encourage students to reflect on an event which they have experienced (e.g. Christmas celebrations, a party, a school dance). What steps were involved? Have there been times when they enjoyed the planning, or other parts of the process, as much as the anticipated event? (For example, wrapping the Christmas presents, decorating for the party or getting dressed up for a special occasion).
Further activities

- Organise a visitor or guest speaker to discuss their life journey. Themes may include ‘What I thought I’d be/What I ended up doing’, ‘The best laid plans…’, or similar. Ask students to develop questions to ask the visitor or guest that draw out further information about their journey and what they enjoyed. Tape the speech and replay at a later stage to discuss key themes.

- Introduce the goal setting model or flow chart shown on the Step by Step worksheet. Discuss how to use a flow chart to record the steps leading towards achieving a goal. Explain that students can use the worksheet as a guide. Allow students to draw or develop their own flow charts using a computer and appropriate software that enables them to draw shapes connected with arrows.

- Use the ‘Think-pair-share’ strategy to review the interviews:
  - Think – Individually students select one interview to identify and analyse the stages the profiled Australians went through before they achieved recognition in their chosen field.
  - Pair – Individual students reviewing the same interview are paired with each other to confirm and reject the stages identified.
  - Share – Combine pairs reviewing the same interview into groups to further refine ideas and develop a group response. As a class, discuss some of the ‘detours or roadblocks’ that occur even with the best planning and how these ‘detours or roadblocks’ can provide unexpected challenges or opportunities along the way. Discuss the value of setting goals and the need to enjoy the journey.

- Look at future occupations and ask students to develop a career plan.

- Students develop a questionnaire and interview a key person in their life to find out about their journey.

Summary

Review the High Five Principle – Focus on the Journey.
Worksheet: Step by Step

Review a selected interview from the video/DVD using these strategies:

- **Think** – List the steps the interviewee went through to achieve recognition in their chosen field or the personal goal(s) they set themselves.

- **Pair** – Working with another person, reject or confirm your ideas. Discuss any ‘detours or roadblocks’ the interviewee may have experienced along the way. Did they need to adjust their goal or program? (e.g. change their plans or go back a few steps and start again) If so what did they do?

- **Share** – Combine with a small group to refine your ideas and complete a group response.

Use the goal setting model or a flow chart similar to the one below to record the steps along the way to the goal. Use the chart below as a guide and add other steps as needed. You may want to draw your own flow chart or use a computer to develop the series of steps.

---

The goal was to ...
Kicking Goals

Key themes: Having goals and Accessing allies

Overview

Students develop an understanding that setting goals can help you work towards achieving your dream and people can help along the way.

Time

Approximately 60 minutes

Materials

Video/DVD – Steve Waugh presents Chase Your Dreams (All interviews are relevant)
Worksheets: Kicking Goals A and B

Learning objectives

1. Students develop an understanding of the different types of goals including personal and career goals mapped out in short, medium and long term.
2. Students explore goals set by the profiled Australians and identify the process used to achieve them.
3. Students identify a range of factors that may impede or assist the achievement of their goals.

Preparation

1. Watch the video/DVD.
2. Research additional information provided on the interviewees from the websites listed in the resources section.
3. Review and familiarise yourself with the interviewees’ profiles, the goals they set themselves to achieve and how they went about it.
4. Familiarise yourself with Goal Setting material and SWOT Analysis (Worksheets A and B).
5. Download additional information for activities on goal setting (‘Enhancing Resilience 2’) from the Mind Matters website at www.curriculum.edu.au/mindmatters/resources/resilience2.htm
6. Photocopy relevant worksheets.

Discussion points

These may be used as a preliminary to the activities or further developed through the activities.

• What is a goal and why do people set goals?
  Develop a common understanding of what goals are and why people set goals.
• What happens when you fall short of your goals?
• What skills and attributes would assist you to achieve your goals?
• Who do people access to help them achieve a goal?

Suggested activity

1. Research information on goal setting from the following websites:
   www.myfuture.edu.au
   www.gradlink.edu.au/content/view/full/376
2. Make a list of the different types of goals:
   - personal goals (e.g. get fit, learn a musical instrument or how to build computers, improve your grades in maths or science).
   - career goals (e.g. get a job, develop a resume, improve interview skills, develop technical skills, develop networks, develop a career plan, or find out what occupations suit me).
   - the length of goals – short term goals are usually 1–6 months in duration (e.g. learn to drive) while long term goals usually take one year or several years to achieve (e.g. become school captain/prefect or obtain a qualification from TAFE or University).
3. Revisit how the interviewees coped with trying to achieve the goals they had set for themselves and how they felt/coped when they fell short of their goals.

**Further activities**

- Students list the goal(s) of one of the interviewees and how they went about achieving them. They identify allies that provided support and the role they played in assisting the person to achieve the goal(s).

- Provide students with *Worksheet A: Kicking Goals*. Students develop a list of their own personal goals. Encourage students to focus on one goal and list smaller steps that will help them achieve that goal. Ask them to identify issues that could stop them achieving their goals and develop strategies they can put in place to ensure that their goals are not derailed. Students identify allies that may help them along the way to achieve their goals and give reasons why they chose them.

- Introduce the SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats) and give examples of each component. Provide students with *Worksheet B: Kicking Goals*. Ask students to perform their own SWOT Analysis with a particular goal in mind and give examples of each component. Students choose a trusted ally to complete the analysis either at school or as a take home activity.

- Students establish their career goals (in relation to an occupation that might interest them). They list 3–5 career or occupation goals they want to achieve (e.g. research a career in...), and when they would like to achieve them (e.g. within the next 6–12 months). They list 3–5 goals that are going to take longer than the 12 month period. Students also identify allies that may help them along the way to achieve their goals and give reasons why they chose them as allies.

**Summary**

Review the High Five Principle – Access Your Allies / Find Helping Hands – and how family, friends and other ‘allies’ can assist in achieving one’s goals.
Worksheet A: Kicking Goals

Personal goals are goals of your own and will probably be different from other students’.
List 3–5 personal goals you would like to achieve:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Choose one of the goals and develop a plan to achieve that goal.
Identify a suitable timeframe to achieve the goal (e.g. in 12 months).

________________________________________________________________________

________________________________________________________________________

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Identify key steps that will help you achieve the goal.

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Identify allies that you would use to support you and give reasons why you would choose them.

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<th>Allies</th>
<th>Reasons why I would choose them</th>
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Worksheet B: Kicking Goals

Identifying your skills and attributes.

With a trusted ally write down in the relevant circle or box:

- **S** – Strengths (things you do well or good qualities you have)
- **W** – Weaknesses (things or qualities you want to improve)
- **O** – Opportunities (events or circumstances that could assist you to achieve your goal)
- **T** – Threats (obstacles or circumstances that could prevent you from achieving your goal)
Detours and Roadblocks

Key theme: Dealing with setbacks

Overview
Students develop an understanding that not all goals can be achieved – sometimes a curve ball intervenes, takes them away from their goals and presents new opportunities and challenges.

Time
Approximately 45–60 minutes

Materials
Video/DVD – Steve Waugh presents: Chase Your Dreams (Interview with John Maclean)
Worksheet: Detours and Roadblocks
Dice (if using worksheet)

Learning objectives
1. Students learn and understand how change is constant in one’s life and circumstances can impact on them achieving their goals.
2. Students explore ways to overcome adversity in difficult circumstances and focus on the journey.
3. Students identify a range of change factors that impact on people in their careers.

Preparation
1. Watch the video/DVD.
2. Read John Maclean’s biography and research additional material from the websites listed in the resource section.
3. Familiarise yourself with the physical obstacles and competition setbacks he faced.
4. Read the information on the High Five Principles (this lesson incorporates most of the Principles).
5. Photocopy the Detours and Roadblocks worksheet if needed.

Discussion points
These may be used as a preliminary to the activities or further developed through the activities.

- What are some things that could cause setbacks to you reaching your goals?
- How important is resilience (bouncing back) and dealing with disappointment? Why should people try to behave well regardless of whether they win or lose?
- How can a positive attitude help an individual cope with rejection or failure? How can disappointment spur people on to strive to achieve more?

Suggested activity
1. Ask students to reflect on their own experiences when they may have dealt with setbacks (e.g. not being picked as part of a sports team, sustaining an injury before a major event, being sick on exam day). Use the following examples (or others) to discuss further:
   - Jana Pittman and the 2004 Olympics
   - Christopher Reeve’s (Superman) horse riding accident.
2. View the John Maclean interview and discuss the setbacks he encountered and how he dealt with them.
3. Provide students with additional information on John Maclean’s life highlighting how after his accident he started to train and compete again in a different sport. Detail how he has competed three times in the Hawaiian Iron Man competition – twice failing to finish before the 12 hour cut off but succeeding on his third attempt and finishing well against able-bodied athletes.
4. From the information provided by John Maclean in the interview identify and list his journey including:
- his previous sporting career
- the accident that changed his life
- rehabilitation and getting on with life
- new perspective and new challenges
- starting to train and compete again
- disappointments along the way – not winning
- encouragement and helping hands of friends
- success in Hawaii
- setting up the John Maclean Foundation
- helping others.

Further activities
- As a whole class activity compare and contrast John’s interview with the other five high profile Australians. Develop a matrix to demonstrate the setbacks that each person experienced and how they overcame or dealt with those setbacks (e.g. not winning or coping with injury).
- Research the life story of another person and describe the setbacks they encountered and how they dealt with these setbacks. (Australian story, ABC, provides relevant profiles). Students might also interview a parent or another significant person in their lives to explore whether they experienced any setbacks or other significant unanticipated events leading to a change in their life direction.
- Research a character from a favourite novel and describe how they have coped with adversity.
- Use the Detours and Roadblocks worksheet as a way of raising awareness and stimulating discussion on how to deal with setbacks.

Summary
Review the High Five Principles – Follow Your Heart, Change is Constant, Focus on the Journey, Learning is Ongoing and Access Your Allies/Find Helping Hands.
Worksheet: Detours and Roadblocks

Play the game in groups of no more than six.
Assume the role of one of the Australians interviewed.

Play the game to get to the end and achieve your goal.
Discuss how you would deal with setbacks.
Feeling Accepted

Key themes: Accepting diversity and Dealing with pressure

Overview

Students develop an understanding that everyone is different and has particular qualities and skills that should be acknowledged and accepted.

Time

Approximately 45–60 minutes

Materials

Video/DVD – Steve Waugh presents: Chase Your Dreams (Relevant interviews include Cathy Freeman and Michael Clarke)

Learning objectives

1. Students learn and understand that everyone is different and has something to contribute to society.
2. Students learn that working together in teams assists in developing leadership skills.
3. Students demonstrate their own leadership skills.
4. Students identify different cultural aspects of Australian society.

Preparation

1. Watch the video/DVD.
2. Review and familiarise yourself with the interviews and information provided by the interviewees and websites listed in the resources section.
3. Develop a list of the leadership and special qualities the interviews showcase.

Discussion points

These may be used as a preliminary to the activities or further developed through the activities.

- Why does everyone want to be accepted for who they are? What does it mean to be accepted?
- Why do some people prefer to belong to a group or be part of a team, while others prefer to work on their own?
- Even in teams there is always a captain or leader. Why is this important?
- Have you ever experienced a situation where someone was excluded from a group (e.g. in class, in the playground, new student in the school, after school visits to friend’s houses)? Discuss what it would feel like, how it might impact on the person’s self esteem and ways to make sure this does not happen.

Suggested activity

1. Encourage students to consider the diversity in the class. Ask them to think of things other students are good at and what they would bring to a team. In pairs, students write a student’s name and several skills or positive attributes on a card. Display the cards for students to view. Discuss the importance of having a range of skills on a team rather than everyone having the same skills and attributes.
2. View the two interviews of Michael Clark and Cathy Freeman focusing on the theme of diversity and acceptance. In small groups ask students to identify ways in which the interviewees described diversity and acceptance and how it related to their lives. Students list their ideas and share with the class.
3. Ask students to identify any teams to which they belong. Remind students they are already part of a team – their family – and that within that team they have important roles. Broaden
students’ thinking to discuss that some teams compete against each other (e.g. in sports) and others work together to achieve something (e.g. manufacturing a car, producing a newspaper).

4. Discuss how working as part of a cohesive team can develop leadership skills and attributes. Ask students to identify ways in which the interviewees demonstrated teamwork and leadership attributes.

Further activities

Students participate in ‘team building activities’ that also demonstrate leadership. Participants work together to achieve a desired outcome, for example:

- Balloon pairs – Students in pairs work together to keep a balloon between their backs and race to a given point.
- Building a paper tower – Competing against other teams, students in teams of three or four build the tallest paper tower from 5 sheets of A4 paper and using only 30–40 cm of sticky tape.
- Obstacle relay – Set up an ‘electric fence’ with rope from one pole to another to form a pattern of angles that provides a number of different sized gaps. Students have to get all team members to the other side of the fence passing through these gaps without touching the rope (this requires skill not speed).

Discuss the activities and draw out students’ thoughts about the ways in which they worked as a team to complete the tasks. Discuss how the group operated, identify who took a lead role, who was supportive, and who took on other roles as required. Make a list of the strategies used and look for common elements such as communication, taking on particular roles, and both physical and verbal support.

Students can also participate in ‘disaster activities’ that involve problem solving, leadership skills and inclusion:

- Sinking ship – Explain the scenario where there is one life boat left with 12 places and there are 15 people to rescue. Divide the class into groups of 15 students, modifying group numbers depending on the size of the class. Allocate roles to each student in the groups (e.g. doctor, old man, pregnant woman, religious leader, army officer). Each group is set the task of deciding who will take the places and why. Compare each team’s list and discuss what they based their decisions on.
- Community disaster – Explain the scenario that the neighbouring community has suffered from a severe storm with damage to housing from lightning, hail, rain and floods. Ask students in groups to consider and make a list of ways in which their community can assist. Ensure groups consider things such as goods and services they can provide (e.g. food, clothing, shelter, financial services, medical aid).
- Animal refuge – Explain the scenario that the local animal refuge operator has suffered an illness and is unable to attend to the 100 resident animals that require daily attention. As a group decide on a strategy to ensure all animals are cared for.

At the end of the tasks discuss and compare each team’s solution. Discuss how the group operated, identify who took a lead role, who was supportive, whether the lead role changed at any point and who took on other roles as required. Ask the group to show how they made sure everyone was included and why this is important. Discuss how the group dealt with any conflict or issues. Weave into the discussion the diverse attributes of the group.
Saying No To …

Key themes: Accepting diversity and Dealing with pressure

Overview

Students develop an understanding that bullying and racism are not acceptable in any shape or form in Australian society.

Time

Approximately 60 minutes

Materials

Video/DVD – Steve Waugh presents: Chase Your Dreams (Interviews with Layne Beachley and Cathy Freeman)

Worksheet: Saying No To Bullying

Learning objectives

1. Students learn that bullying is not acceptable in any shape or form in schools, playgrounds, in team sports or in workplaces.
2. Students understand what constitutes bullying and develop strategies for dealing with it.
3. Students explore the types of bullying that were experienced by the interviewees and how they coped.
4. Students learn about diversity and respect the contribution made by the different constituents within Australian society.

Preparation

1. Watch the video/DVD.
2. Review and research information provided by the interviewees and additional material from the websites listed in the resources section.
3. Review and familiarise yourself with the profiles of Layne Beachley and Cathy Freeman.
5. Photocopy the Saying No To Bullying worksheet (if required).

Discussion points

These may be used as a preliminary to the activities or further developed through the activities.

- Why is it important for Australian culture to be inclusive of different cultural backgrounds?
- How do the various cultural backgrounds contribute to Australian society?
- Have any students experienced being bullied? Or know someone who has been bullied/a bully? How did they handle the situation? Who were the allies they called upon to support them? Have they been an ally to someone being bullied?
- Why is it okay to say no to drugs, racism, violence, abuse, bullying and discrimination?

Suggested activity

1. Discuss the need to remove all forms of bullying and racism from Australian society. Discuss the different forms bullying and racism can take. Additional material can be sourced from the Bullying. No way! website at www.bullyingnoway.com.au, Racism. No way! website at www.racismnoway.com.au, and the Mind Matters Material website at www.curriculum.edu.au/mindmatters (see the downloadable Dealing with Bullying & Harassment documents under Resources).
2. Students need to identify personal issues and strategies they could use if exposed to bullying. What tactics or strategies can they put in place to ensure that they are not picked on, or to assist others?
3. Ask students to consider whether they are being a bully, are a passive watcher of bullying or are being bullied.
Further activities

- Introduce a number of bullying or racism scenarios for students to consider and describe how they would deal with each situation. Ask students to use a comic strip style format to express their views. Encourage students to develop 5–6 frames that highlight the issue and provide a possible solution. Ask students to share in small groups and provide feedback on the issue raised and the solution identified.

- Use the Saying No To Bullying worksheet to enable students to identify personal issues associated with bullying.

- Use activities in the Mind Matters Material – Dealing with Bullying & Harassment website resources (e.g. Being Nobody).

- Use an activity that is based on student reflection to highlight each student’s positive qualities. Begin by asking students to list three positive qualities about themselves (‘How I see myself’). Organise students to list three positive qualities/comments about another student (‘How others see me’). Use this activity to demonstrate how they are perceived by others. It may be a springboard to discussing bullying.

- Writing activity – Poem – Students write a poem to highlight how a victim of bullying or racism might feel. Read examples of poems that deal with human emotions and discuss the different styles. Brainstorm a list of emotions that may be used in the piece of writing. Write a list of associated words or phrases that describe types of bullying or racism. Provide opportunities for students to share their ideas with others during the writing process to receive feedback and improve their initial ideas.

- Writing activity – Dear Diary – Ask students to write a narrative from the point of view of a person starting a new life in Australia. Provide an insight into how it would feel and how they have to adjust to living in a new country.

- Posters – Ask students to be creative and develop a key message related to fighting bullying or racism. Encourage students to create a poster that sends the message that bullying and racism will not be tolerated.

- Organise a guest speaker from a multicultural group to discuss their cultural background and what life is like in Australia. Follow up the guest speaker by having the students research on different cultures including their traditional costumes, celebrations and foods. Culminate with a multicultural dress up and food tasting day to celebrate the diversity within Australia and the local community.

- Students conduct an interview with someone born overseas to trace their personal history, covering questions such as ‘How old were you when you came to Australia?’, ‘How did you feel?’ ‘When you arrived, were you accepted?’
Worksheet: Saying No To Bullying

Develop a checklist of strategies for dealing with bullying

Things I can do:

1. Talk to yourself – always give yourself positive messages (to try eliminating any negative messages).

2. Explore your feelings – if you are affected by bullying you may experience a range of feelings.
   
   You might feel:

   - embarrassed
   - depressed
   - frustrated
   - nervous
   - angry
   - helpless
   - ashamed
   - guilty
   - numb

3. Sort out your thoughts – ask yourself ‘Why is this happening to me?’
   
   - Most times it will be someone else who is having a problem.
   - Just remember that you are OK, no one is perfect, and you do deserve to be treated with respect.
   - Don’t let people negatively influence how you feel about yourself.

4. Explore your actions and consider:
   
   - What actions have I taken so far about the bullying?
   - Have these actions helped or have they made it worse?

   Make a list and see which strategies were the most useful.

5. Develop a plan of action.

   Always have a list of friends (allies) who you can talk to or call upon to help you work things out.

Discuss what you would do if:

- Someone outside school threatens to physically hurt you (e.g. ‘punch your lights out’).
- A fellow classmate keeps tripping you up and moving your books from the desk you want to sit at during a lesson with your favourite teacher.
- A group of students keep calling you a loser – they call you lots of names and give you a hard time at school and at the local shopping centre.
- You stumble across a person or a group of people who are picking on a classmate.
- A friend tells you that they keep being sent threatening or offensive emails or text messages.
Employability Skills

Key themes: Believing in yourself and Having a go

Overview
Students understand and value the personal skills and attributes that are important in today’s workplaces.

Time
Approximately 60 minutes

Materials
Video/DVD – Steve Waugh presents: Chase Your Dreams (All six interviews are relevant)
Worksheet A: Who am I?
Worksheet B: Identifying My Employability Skills

Learning objectives
1. Students learn and understand that all jobs, sports etc. require a set of skills known as Employability Skills.
2. Students identify the specific Employability Skills of the profiled Australians that have made them the best in their chosen fields.
3. Students identify the current Employability Skills they already use in school, and their sporting and leisure activities, which will be valuable in their future work.
4. Students identify some examples of Employability Skills that they will need in the future in order to obtain employment.

Preparation
1. Watch the video/DVD.
2. Review and research information provided on the interviewees and additional material from the websites listed in the resources section.
3. Document the Employability Skills demonstrated by the interviewees and how they assisted the interviewees to become the best in their chosen fields.
5. The I Can Do That Too resource helps students identify their own skills and abilities. It can be ordered free or downloaded from the DEST website at www.dest.gov.au/schools/careers/ciproducts.htm.
6. Review the e-portfolio model that can be accessed through myfuture (www.myfuture.edu.au)
7. Photocopy relevant worksheets.

Discussion points
These may be used as a preliminary to the activities or further developed through the activities.

- Why is it important to know and believe in your own abilities and skills?
- How did the interviewees demonstrate that they valued their own skills?
- What skills and attributes do you think you will need to obtain and keep a job?
- Why do you think employers are eager to employ ‘team players’? Why do they value ‘problem solvers’? Why are they eager to employ ‘good communicators’?
- If employees have higher levels of Employability Skills, what difference will this make to the individual, the business itself and the Australian economy?
- How can an individual find out about their own Employability Skills? What evidence can be collected to demonstrate that you have good communication skills? Team skills? Problem solving skills?
- How can an individual work on improving their Employability Skills?
**Suggested activity**

1. Introduce Employability Skills, relate them to the world of work and explain that these generic skills are common to all types of work at all levels.

2. The eight groupings of the Employability Skills are:
   - Communication skills
   - Teamwork skills
   - Problem-solving skills
   - Initiative and enterprise skills
   - Self-management skills
   - Learning skills
   - Planning and organising skills
   - Technology skills

3. Explain that these skills are demonstrated in different ways depending on the context. Give some workplace examples and have a discussion about student examples from school, sporting activities and part-time and casual jobs.

**Further activities**

- Students identify their own employability and technical skills, or those of a chosen interviewee, on the *Who Am I?* worksheet.

- Using the *I Can Do that Too* resource and the *Identifying my Employability Skills* worksheet, students explore the Employability Skills they will need for the occupations they may be considering in the future.

- Provide an opportunity for students to develop their own resume. Discuss the main headings that are generally included in a resume, for example:
  - Education
  - Employment history
  - Skills (technical and employability skills)
  - Attributes and Interests
  - Referees/references.

  Students could map out and create their resume using a computer and suitable software such as Microsoft Word or the e-portfolio on myfuture (www.myfuture.edu.au).

- Encourage students to identify their skills and incorporate them into jigsaw pieces in the shape of their own body. Students then join the jigsaw pieces together to demonstrate that everyone is comprised of multiple skills, abilities and interests. Compare and contrast the jigsaw figures and acknowledge the group’s diverse skills, abilities and interests. Raise the importance of diversity and accepting diversity.

- Ask students to demonstrate what is important to them and what makes them who they are, using images and photographs from magazines or the Internet.

**Summary**

Review the Employability Skills.
Worksheet A: Who Am I?

1. Each student is to list one example of the Employability Skills in each of the stars for one of the interviewees; or

2. Each student is to list a selection of their own Employability Skills in the stars and then add their personal characteristics to the rest of the body (e.g. legs, clothes etc.).
Worksheet B: Identifying My Employability Skills

Many of the interviewees have quite specific Employability Skills that have been developed further through their tennis, cricket, surfing, running and singing careers.

1. Make a list of the examples of Employability Skills for one of the interviewees.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Employers expect workers to have Employability Skills and more job-specific ‘technical skills’. Many Employability Skills and technical skills are also prerequisites for setting up a business or when you are self-employed.

Many of the Employability Skills are developed during your schooling years and they undergo further development when you leave school and start using them in different areas of the workforce as well as activities you do outside of work.
2. Identify three examples of Employability Skills under each of the headings that you ‘enjoy doing’, are ‘good at’ as well as those you are ‘still developing’. You can get someone who knows you well to assist you, if you wish.

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<tr>
<th>Enjoy doing</th>
<th>Good at</th>
<th>Still developing</th>
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<td>Communication</td>
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<td>e.g. Speaking in public</td>
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<tr>
<td>Teamwork</td>
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<tr>
<td>e.g. Doing group projects</td>
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<tr>
<td>Problem solving</td>
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<tr>
<td>e.g. Why is it so?</td>
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<tr>
<td>Initiative and enterprise</td>
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<tr>
<td>e.g. Starting your own business</td>
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<tr>
<td>Planning and organising</td>
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<td>e.g. Organising the class break up</td>
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<tr>
<td>Self-management</td>
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<td>e.g. Ability to complete a range of tasks</td>
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<tr>
<td>Learning</td>
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<td>e.g. Ability to learn a new dance step easily</td>
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<tr>
<td>Technology</td>
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<td>e.g. Using computers to design business cards</td>
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3. Think about the examples from the video/DVD and whether you have similar Employability Skills to the ones the interviewees have. Write down your reflections below.

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. When preparing for any interview, it is important that you are able to describe your Employability Skills and give an example for each of the eight groupings to show you have these skills. Select 3 Employability Skills and give examples of how you have demonstrated them in school, in your sporting activities and perhaps in your part-time or casual job or voluntary or leisure activities. Refer to the I Can Do That Too resource (hardcopy or online version) if needed.

For examples:

- Planning and organising – have been on school representative council, organiser of school social, editor of school magazine or leader of a community action group.

- Teamwork – have participated in the school hockey team which requires cooperation with other team members.

1. _______________________________________________________________________

________________________________________________________________________

2. _______________________________________________________________________

________________________________________________________________________

3. _______________________________________________________________________

________________________________________________________________________
Be Enterprising

Key themes: Having a go and Believing in yourself

Overview
Students have the opportunity to develop an understanding of enterprising characteristics that encourage creativity, innovation and lifelong learning.

Time
Approximately 60 minutes

Materials
Video/DVD – Steve Waugh presents: Chase your Dreams (Relevant interviews include Pat Rafter, John Maclean and Cathy Freeman)
Worksheet A: Turning Ideas into Reality
Worksheet B: Helping Hands

Learning objectives
1. Students have an opportunity to identify and understand enterprising characteristics.
2. Students explore transferable skills and identify how this concept is at work in their lives.
3. Students have the opportunity to showcase their enterprising capabilities.
4. Students understand the value and the benefits of being enterprising.

Preparation
1. Watch the video/DVD.
2. Review and research the interview material and additional information from the websites listed in the resource section.
3. Review and familiarise yourself with the interviews and list any enterprising skills and attitudes demonstrated by the interviewees.
4. Enterprise education is about equipping young people with the knowledge, skills and attitudes needed to manage the risk, change and uncertainty that exists in the world around them. Familiarise yourself with how enterprise education seeks to foster: creativity, self-reliance, a capacity to respond to change, and an ability to generate, recognise and seize opportunities.

Enterprising young people are: resilient, engaged, flexible, responsible, creative, innovative, involved, enthusiastic, problem solvers, and motivated.

5. Review and choose from a range of enterprise activities in the Enterprise Education Material for Primary & Secondary Schools listed in the resource section.
Successful enterprise activities need students to be actively involved in their learning, and you can support this by:
- knowing how to make things happen, while being committed to students taking ownership of the project;
- supporting and guiding students without taking control of their learning; and
- helping students review and recognise their learning.

6. Photocopy relevant worksheets.

Discussion points
These may be used as a preliminary to the activities or further developed through the activities.

- What are some skills you might need to manage change? To take risks? To be innovative?
- What are some of the challenges you face each day and what skills do you use to negotiate obstacles?
- What does it mean to be enterprising?
- What does it mean to “have a go”? How might innovation relate to “having a go”?
- What does it mean when people talk about “lifelong learning”? Where else do people learn new things, besides in school?
Suggested activity

1. Introduce the characteristics of enterprising people, and discuss the ways that these attributes can enable people to identify, create, initiate, and successfully manage personal, community, business and work opportunities, including working for themselves.

2. View selected interviews and ask students to focus on the enterprising skills and attributes demonstrated by each of the profiled Australians.

3. Ask students to create an enterprising characteristics concept map using their favourite interviewee as the focus. Students can then use this as a catalyst for a piece of writing that describes how the interviewee has used their enterprising capabilities to achieve their goals. They may also extend their writing to consider how they have used similar skills themselves and how these skills may relate to goals and achievements.

Further activities

- Ask students to consider the value of lifelong learning. How might people benefit from sustained learning about solving problems, working in teams, leadership and recognising new opportunities? Encourage students to think about important stages in their own learning and the learning that is ahead of them. Have students design a lesson to deliver to the class or their teacher that highlights the value in learning outside traditional curriculum areas and beyond the classroom.

- Provide students with the Turning Ideas into Reality worksheet (Worksheet A). Provide students with the opportunity to work individually, in pairs or in small groups to complete the task. Share ideas at the completion of the activity.

- Students develop a business card that showcases them or their business.

- Arrange for students to visit a local business to find out what goods and services it provides, how it operates, the number of staff etc. Students can then produce a report/poster on the visit.

- Students use the Helping Hands worksheet (worksheet B) to be proactive and develop their enterprise skills by raising funds for the local community or a specific charity.

- Students research what some of the interviewees are currently doing now they have finished competing:
  - Refer to Cathy Freeman’s interview and website to research what she is currently doing.
  - Pat Rafter has established the Cherish the Children Foundation and appears in the Bond advertisements.
  - John Maclean has established the John Maclean Foundation that provides mentoring and funding to assist junior wheelchair athletes.

Summary

Review the High Five Principles – Learning is Ongoing and Change is Constant.
1. On your own or with a group, allow yourself 5 minutes to record as many of your great ideas as you can (the suggestions below may help with your thinking).

2. Examine your ideas and decide which of these ideas you could act on. Before you select an idea consider the following:
   - Where do good ideas come from?
   - How do good ideas help others?
   - What are you passionate about?

3. Research your idea. Are there any gaps in your world? Is something missing? Or could you do something better than what is already there? Can talking to someone else about your idea improve it?

4. Try setting out your idea clearly on a single piece of paper using words and pictures – this may take several attempts but may show holes in your thinking.

5. Deliver a 5 minute presentation to the rest of the class on your idea and the thinking behind your idea and challenge the class to improve upon your idea.

6. Showcase the final product in a classroom innovation fair and refer back to the thinking surrounding these ideas and the enterprising skills employed in the process.

**Thinking Warm-Up**

**The Challenge:** Imagine a round chocolate cake. Cut the cake four times. How many pieces do you end up with?

**Things to remember:** There are many different kinds of cuts – straight, wavy, criss-crossed, vertical, horizontal etc. Try to maximise the number of pieces you produce!

**Use different spaces**

Sometimes changing your environment can help you think. Where do you do your best thinking? Walking to school? Playing sport? Chatting with friends?

**Brainstorm Teams**

Often a small group of people can work together to improve an idea. Consider the obstacles and the risks that surround your idea and then as a team come up with suggestions for overcoming these problems.

**Change it**

You have a good idea – but can you improve it? Can you shrink it? Can you grow it? Can you add it to something else? Can you put it on wheels? Can you use different colours? Are there things you can do with your idea that you haven’t thought about yet?

**Random Associations**

Randomly select a word from the dictionary or a picture from a magazine then think of ways your idea relates to this random association. Do this more than once and then consider how this activity forced you to think about your idea from a new perspective.
Using the Kids Who Make a Difference (www.kidswhomakeadifference.org) website, develop a volunteer or community activity to raise money for a local charity or one of the interviewees’ foundations, e.g. the John Maclean Foundation for physically challenged children.

The Kids Who Make a Difference website provides a range of materials that will support students, teachers and charities with their volunteering work in the local community.

Student fund raising activity

Suggestions: Students might decide to have a spell-a-thon, run-a-thon, walk-a-thon, or cake stall to raise money for one of the organisations.

How would you go about organising it? What skills are associated with organising successful events? Consider the importance of setting a goal and developing a detailed plan to achieve this goal.

Students should decide what tasks need to be done and assign people as team members for each of the activities, for example:

- Advertising the event to students, parents, school community, wider community
- Fundraising strategy
- Setting up the oval for the event
- Selling refreshments to spectators
- Obtaining sponsorship for prizes for the event
- Getting a high profile person to present winners’ prizes
- Organising a representative from the charity to be presented with money raised.

The handouts provided on the Ideas for Helping page give a range of practical suggestions for organising a fund raising activity.

Action Overview

(www.kidswhomakeadifference.org/documents/Action_Checklist.doc)

The master sheet helps you get organised with any of the five other handouts.
Resources

Profiled Australians’ Websites

Layne Beachley

Michael Clarke

Cathy Freeman

John Maclean

Shannon Noll

Pat Rafter

General websites


