



TEACHER HANDBOOK

The Run Beyond Project develops personal and social capabilities in high school students in need. Students participate in theoretical sessions in conjunction with a physical training program, enabling them to work towards a goal-race of up to a half-marathon in distance. The program develops students' capabilities to set goals, commit to these, and be resilient when obstacles arise. It builds students' capabilities to support each other and their communities, and provides students with the confidence to apply these capabilities, **beyond** their Goal Race, and **beyond** the context of running..





TEACHER HANDBOOK

CONTENTS

Introduction.....	2
Values.....	3
Wellbeing.....	4
Personal and Social Capabilities.....	6
The Onboarding / Reboarding Process.....	7
The Implementation Process.....	9
Health and Safety.....	11
The Run Beyond Project in Your School.....	16
Social Media.....	19
Other Media.....	21
Recruiting Students.....	22
Supporting Students – Theoretical Framework	23
Practical Component Delivery.....	25
Theoretical Component Delivery.....	28
The Goal Race.....	29
Graduation.....	31
Leadership Program.....	32
Belonging to Run Beyond...And Beyond.....	33
Curriculum Resources.....	35



TEACHER HANDBOOK

INTRODUCTION

Introduction

The Run Beyond Project [subsequently referred to as TRBP, Run Beyond or The Program] uses running as a mechanism to develop personal and social capabilities in high school students in need.

The program was founded by David Criniti in 2015 at Chester Hill High School, with the initial cohort travelling to Hobart to complete the Cadbury Marathon's half-marathon event on January 10, 2016.

It has since expanded to a multi-school project which is administered centrally by The Run Beyond Project Board, and implemented locally by teachers at participating schools.

On 2 September, 2016, The Run Beyond Project was registered as a public company and a charity and granted Deductible Gift Recipient status by the Australian Charities and Not-For-Profit Commission (ACNC).

Program Overview

The Program involves students completing a theoretical program focused on the development of personal and social capabilities, as they train to complete a Goal Race. This is done with a cohort of their peers under the supervision of their teacher who is provided with training to implement the project at their school by Run Beyond. Training typically occurs before or after school hours, however this may vary depending on the school context.

The Run Beyond Project is fully funded by the Run Beyond Board, from charity fundraising and grants. We cover costs for training teachers to implement the program within their own school setting, the expenses associated with implementation, such as shoes and apparel for participants and teachers, and all transport, accommodation, race entries and other costs associated with the completion of the Goal Race and social celebration event.

Before commencing, schools are required to complete the onboarding / reboarding process outlined below. Once approved by The Run Beyond Project Board, the program is implemented by designated teachers to their approved cohort, which is usually between 6-8 students.

The program involves the selection of a Goal Race which is designed to be **challenging** yet **achievable** and **safe** for all students. This race **must** be approved by The Run Beyond Project Board as part of the school onboarding / reboarding process. It is not essential that all students complete goal-races of the same distance, though it is strongly encouraged that the goal-races of all students occur at the same event. (For example, The Sydney Running Festival may be a Goal Race for a school's program, with some students running the 10km event, and others completing the half marathon).



TEACHER HANDBOOK

VALUES

All decisions of The Run Beyond Project are founded on an unyielding commitment to the intertwined values of inclusion, empowerment and belief.

Inclusion

The Run Beyond Project is about encouraging social inclusion and participation. We aim to promote diversity and acceptance within the running community and beyond.

Valuing inclusion means we promote numerous other values which are inextricably linked to this, such as participation, equality, respect for diversity, courage and community.

Valuing inclusion means working with numerous stakeholders to develop more inclusive communities.

- With students to encourage their participation and sense of belonging within the running community and their right to belong to a broader range of communities.
- With teachers to develop their capacities to promote the inclusion of their students.
- With members of the running community, including race directors, sponsors, and event participants to promote acceptance and encouragement of young people from diverse backgrounds at events.

Empowerment

The Run Beyond Project promotes empowerment by encouraging young people to set goals and take responsibility for making decisions about their future. We encourage and reward effort and achievement. We provide a supportive environment in which our participants can embrace challenges to grow and develop personally and to support and encourage each other's growth and development.

This growth and development empowers students to pursue challenging goals, beyond the completion of the project, and beyond the context of running. It also empowers students to contribute to the range of communities to which they belong.

Belief

The Run Beyond Project believes in the potential of our participants, and aims to instil in them a sense of self-belief.

We promote the importance of all people in the communities with which we engage, acting to demonstrate belief in these young people from diverse backgrounds.

We encourage the communities with which we engage to embrace this belief in their young people so that our society can become a truly inclusive environment in which all its members can be empowered to succeed.



TEACHER HANDBOOK

WELLBEING

The Run Beyond Project supports the NSW Department of Education and Communities' (DEC's) commitment to creating quality learning opportunities for children and young people which strengthening their cognitive, physical, social, emotional and spiritual development.

We endeavour to contribute to the development of healthy, happy, successful and productive students who contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their school and the other communities to which they belong as they actively and positively contribute to these.

Cognitive wellbeing is promoted throughout The Run Beyond Project through our focus on students working towards the achievement of challenging, achievable goals. Motivation and persistence are developed as students work towards their Goal Race and reflect on how the skills used to do so can be applied in other contexts inside and outside school.

Emotional wellbeing is developed throughout The Run Beyond Project with our focus on the development of capacities around resilience. Students reflect on the challenges they face in terms of working towards and completing their Goal Race, as well as more broadly. The ability to reflect and act in a considered and productive manner in relation to challenges promotes resilience and improved emotional wellbeing.

Social wellbeing is developed throughout The Run Beyond Project as positive relationships are modelled, promoted and explicitly discussed in the curriculum particularly in the section on Community and in relation to the Goal Race. This builds participants' capacities for pro-social behaviour and empathy.

Physical wellbeing is developed throughout The Run Beyond Project, as we promote a safe and healthy environment in which students can work towards the achievement of their Goal Race. We provide a forum in which capacities around nutrition, preventative health care and physical activity can be developed to promote positive health outcomes.

Spiritual wellbeing, which relates to a person's sense of meaning and purpose, is developed through The Run Beyond Project as we encourage student to reflect on the meaning and purpose upon which their goals are founded. The focus on community values underpins this and helps students tie their goals to aspirations which have meaning beyond their own individual achievements.

With this in mind, we provide ongoing opportunities to enable participants to connect, succeed and thrive.



CONNECT



SUCCEED



THRIVE

Connection is enabled by The Run Beyond Project through:

- promoting the development of positive and respectful relationships within the student cohort, with you as the cohort teacher, and with the communities engaged with throughout the program.
- promoting a sense of belonging to their school, their Run Beyond Project cohort, and the wider Run Beyond and running communities.
- encouraging self-awareness, the regulation of emotions and behaviours, and building capacities for pro-social behaviour.
- providing opportunities for professional relationships with students which are safe, respectful and supportive, and help students to achieve their potential.
- promoting the capabilities and confidence for students to build connections to the communities to which they belong, beyond the completion of the program.

Success is enabled by The Run Beyond Project through:

- Providing opportunities for students to strive towards and achieve challenging, achievable, meaningful goals.
- Encouraging students to use capabilities developed in the program to succeed in learning.
- Promoting and explicitly working on resilience
- Supporting and encouraging students towards the achievement of their goals.
- Celebrating and acknowledging success in meaningful ways which connect to communities.

Thriving is enabled by The Run Beyond Project through:

- Promoting an environment which fosters choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students being encouraged to be self-directed, take initiative and grasp opportunities.
- Encouraging students to contribute to the learning and development of their fellow students and the communities to which they belong.
- Promoting a sense of purpose.
- Students being encouraged to reflect on and positively shape their behaviour in the context of ethical decision making and their contributions to communities.
- Holding high expectations for students.
- Encouraging the community to support and enable the aspirations of students.



TEACHER HANDBOOK

PERSONAL AND SOCIAL CAPABILITIES

In accordance with the Australian Curriculum, Run Beyond promotes personal and social capabilities which support the development of creative and confident students who have a strong sense of self-worth, self-awareness and personal identity enabling the effective management of their emotional, mental, spiritual and physical wellbeing with hope and optimism about their lives and the future.

We work on developing social capabilities which help students to form and maintain healthy relationships, enabling them to be active and engaged contributors to the communities to which they belong.

Self-Awareness is developed by the Run Beyond Project as we:

- encourage students to recognise their personal qualities and achievements through activities which encourage them to assess their abilities and develop and implement strategies for improvement.
- encourage them to reflect on the relationships between their efforts and achievements.

Self-Management is developed by The Run Beyond Project as we:

- Promote the development of the self-discipline required to set and pursue goals in a variety of different contexts, using a variety of considered strategies requiring self-discipline.
- Promote resilience and adaptability requiring students to re-evaluate approaches to goals as difficulties and unexpected circumstances arise, and react to these events employing a growth-mindset.

Social-Awareness is developed by The Run Beyond Project as we:

- Encourage contributions to society and communities through analysing personal and social roles and responsibilities and facilitating a variety of community interactions and contributions.
- Promote an understanding of the mutually-beneficial relationships between various stakeholders within communities.

Social-Management is developed by The Run Beyond Project as we:

- Develop strategies for effective communication with a broad-range of community stakeholders.
- Promote the ability to work collaboratively to achieve personal and collective goals in diverse teams, drawing on the skills of numerous team members to complete a variety of tasks.
- Develop leadership skills to address group needs and contribute to community goals.



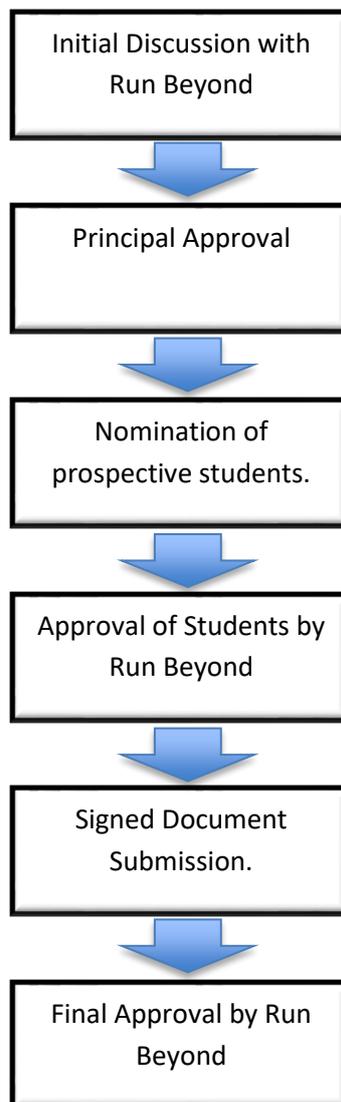
TEACHER HANDBOOK

ONBOARDING AND REBOARDING

Commencement of The Run Beyond Project for schools who have never implemented the program before, and annually, for schools which have previously implemented the project, can only occur after the onboarding / reboarding process has been completed.

This standardises implementation and ensures awareness of updated Run Beyond policies and procedures. Teachers are encouraged to contact The Run Beyond Project (contact@therunbeyondproject.com) to initiate the onboarding / reboarding process. Teachers are encouraged to contact RBP to initiate ob/reb process, ideally during the term prior to implementation commencement

The onboarding / reboarding process has six stages, shown below and detailed on the following page:



The Onboarding / Reboarding Process Explained.

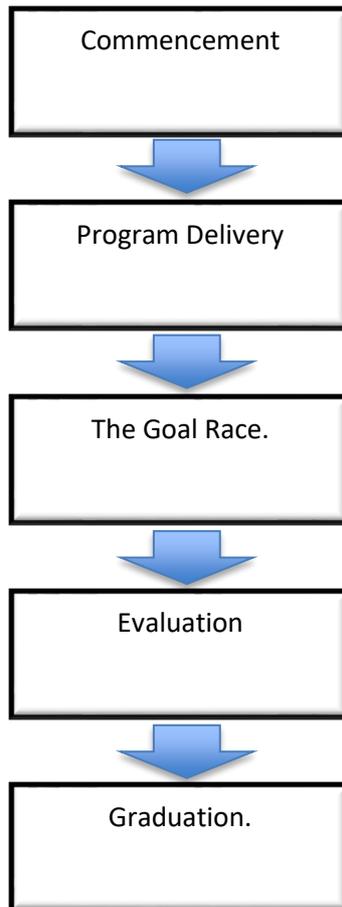
<p>Initial Discussion with Run Beyond</p>	<p><u>Initial contact and informal discussion with The Run Beyond Project Team.</u></p> <ul style="list-style-type: none"> • During this discussion, the parameters of the project will be explained or reiterated, and prospective teachers will have the chance to discuss the specific needs of their school. • Continuing teachers will be informed of any updates to policies / procedures and can inform Run Beyond of changing school circumstances. • Dialogue around a potential Goal Race will usually occur at this point.
<p>Principal Approval</p>	<p><u>Principal Consent form submission.</u></p> <ul style="list-style-type: none"> • This form indicates support from your school’s principal to implement The Run Beyond Project at your school for the current year. This is required for the implementation of Run Beyond at your school.
<p>Nomination of prospective students.</p>	<p><u>Student Selection Criteria</u></p> <ul style="list-style-type: none"> • To be approved by Run Beyond for participation, students must meet The Run Beyond Project’s selection policy and criteria, which can be viewed here. • Run Beyond recommends asking key figures in the school’s welfare team, such as Year Advisers, Counsellors, Head Teacher Welfare etc, for advice on potential candidates. • Please also read the Recruiting Students section of this handbook before considering students for nomination. • Initial discussions with students should <ul style="list-style-type: none"> (a) ascertain interest, (b) specify that involvement will require an ongoing commitment to the program beyond regular school hours and (c) specify that initial discussion is not a formal invitation, which will only be given after Run Beyond approval. • Nominations are submitted to Run Beyond in this file. • Implementing teachers must confirm that information provided in this document is true and not misleading
<p>Approval of Students by Run Beyond.</p>	<p><u>Pre-Qualification Assessment</u></p> <ul style="list-style-type: none"> • The Run Beyond team will review the nominations of students and decide on their approval. • Clarification of circumstances / criteria may be sought as required. • No student can be formally invited to participate until approval is granted.
<p>Signed Document Submission.</p>	<p><u>Document Submission</u></p> <ul style="list-style-type: none"> • Signed documents relating to the direct implementation of The Run Beyond Project include: <ul style="list-style-type: none"> - Risk Assessment Document, signed by the Principal. This is developed according to guidelines for Risk Assessment documents particular to your school and governing educational department, and taking note of hazards specific to your context. Run Beyond can provide templates which assist in this process. - Permission note, for each student, signed by parent. The permission note must disclose the physical training involved and require a parental / guardian signature to confirm there are no medical conditions which mean participation in the project is a high-risk activity for each student. - Run Beyond Student Contract, signed by student. • Additionally. <ul style="list-style-type: none"> - Run Beyond Permission to Publish form, signed by parent. <p>Note: Signing of the Permission to Publish form is not essential for student participation. However, implementing teachers must ensure they neither publish identifying images / videos of students who have not signed these forms, nor provide images / videos of these students to Run Beyond for publication on our pages.</p>
<p>Final Approval by Run Beyond</p>	<p>The Run Beyond Project will advise in writing as to when implementation can commence.</p>



TEACHER HANDBOOK

THE IMPLEMENTATION PROCESS

This section provides a brief overview of the stages of the implementation process. Later sections in this booklet provide more information about the specifics of the teacher role in delivering the program.



The Implementation Process Explained

<p>Commencement</p>	<p><u>Commencement of The Run Beyond Project</u></p> <ul style="list-style-type: none"> • This occurs only after final approval has been granted by The Run Beyond Board (See the onboarding / reboarding process above). • Commencement pertains specifically to the first formal meeting with the student cohort as a group. Student booklets should be disseminated to all students at this meeting. Students are formally welcomed to the project, and the Introduction and Welcome sections of the booklet completed. • See the teaching notes for these sections for more information. • Where possible, The Run Beyond Project Board will provide a welcome video to be played to students, designed to raise awareness of belonging to the project beyond their immediate cohort.
<p>Program Delivery</p>	<p><u>Program Delivery</u></p> <ul style="list-style-type: none"> • This refers to the weekly delivery of The Run Beyond Project in your school. • Reading this Teacher Handbook thoroughly is recommended to familiarise yourself with the requirements of program delivery. • Contact The Run Beyond Project at contact@therunbeyondproject.com with any questions pertaining to delivery of Run Beyond in your school.
<p>The Goal Race.</p>	<p><u>The Goal Race</u></p> <ul style="list-style-type: none"> • The Goal Race is a focal point of The Run Beyond Project, and is the event towards which training is structured. • The core skills of goal-setting, commitment and resilience are initially discussed in reference to the goal race before being explored as skills which students can employ more broadly, beyond this race and beyond the context of running. • See The Goal Race section of this handbook for more information about teaching points and procedures relevant to The Goal Race.
<p>Evaluation</p>	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> • After the completion of The Goal Race, students are asked to complete The Run Beyond student evaluation form. • Honest and considered responses to these questions will best enable us to continue to refine the program for maximum student benefit in future.
<p>Graduation</p>	<p><u>Graduation</u></p> <ul style="list-style-type: none"> • Upon completion of The Goal Race, The Run Beyond Project Board will issue the school with a Graduation Certificate for each participant who has successfully completed the program. • While graduation does constitute completion of the program, The Run Beyond Project hopes that students continue to be involved in terms of encouraging / mentoring future cohorts and making positive contributions to our online community. • See the Graduation section of the teacher handbook for more information.



TEACHER HANDBOOK

HEALTH & SAFETY

The Run Beyond Project encourages students to progress towards the safe and healthy completion of their Goal Race. We have a number of mechanisms in place to minimise the risk of injury to participants:

- The selection of events being done in consultation with accredited coaches, in order to be challenging but achievable and safe for all participants.
- Allowing adaptations to programs in response to a range of factors including overestimation of students' capabilities.
- Students and parents / guardians are required to complete a consent form prior to student acceptance into the program, outlining any factors which may inhibit the safe completion of the program.
- The program is developed in consultation with, and overseen by experienced runners and accredited coaches on The Run Beyond Project Board.

As with any physical endeavour, injuries can occur which impact to various degrees on students' abilities to continue to safely participate.

The Run Beyond Project endeavours have any injuries treated as effectively as possible in order to:

- minimise harm
- prevent further injury
- return students to normal functioning as soon as possible.
- allow continuation in and completion of the program where possible.

HS1 - Working With Children Checks.

It is a requirement of admission into the program that all volunteers' details be submitted to The Run Beyond Project Board. A current Working With Children Check approval for all volunteers is required before commencing duties related to The Run Beyond Project.

HS2 - Injury prevention principles

We aim to provide appropriate challenges for students which are suitable for their age and skill level. The following points outline a strategy designed to minimise the risk of injury to participating students.

HS2.1 Pre-program.

Students must have a permission note signed by their parent / guardian which includes disclosure of any pre-existing conditions or factors which may compromise their ability to safely complete this program.

If any pre-existing conditions or factors are listed, an official Medical Certificate required before a student is admitted to the program.

HS2.2 Training program development.

Each school's training program will be tailored to the needs and abilities of the participating students, and will be designed to adequately to prepare these students for their Goal Race.

The Run Beyond Project Board will provide assistance with the development of the program and approval is required before commencement.

HS2.3 Program adaptation.

Programs may be adapted at various times for a number of reasons to minimise risk of injury. The program is designed to provide a challenging but realistic goal for students. Factors that may lead to revision of programs are over-estimation of students' physical capabilities, unforeseen circumstances impacting on training schedules, cancellation of Goal Races, among others.

The Run Beyond Project Board will assist with the adaptation of programs to suit changing circumstances.

HS2.4 Warm up

All physical sessions should commence with an appropriate warm up and cool down.

Warm ups are generally considered to serve numerous functions:

- Physical preparation for the training session.
- Mental preparation for the training session.
- Injury prevention.
- Performance enhancement

Additionally, within the context of The Run Beyond Project, warm up time provides:

- Opportunities for group discussion of concepts taught in the theoretical side of the program.
- Opportunities for leadership moments by providing students with the chance to lead parts of the warm up. This should only be done once students are familiar with appropriate warm up principles.

Professor Ian Jeffreys suggests warm ups be categorised into a 3 phrase RAMP process.

- 1 - Raise
- 2 - Activate and mobilise
- 3 - Potentiate or Performance.

Phase 1 - Activities to raise body temperature, heart rate and blood flow can include:

- Sprint technique drills such as A-skips and B-skips
(<https://www.youtube.com/watch?v=PcWsOM144xo>)
- Planned change of direction drills, such as running set routes around cones.

Phase 2 - Activities to activate key muscle groups and mobilise key joints and ranges of motion used when running.

Activities could include:

- Glute bridges
- Lunges
- Side-step-squats

Phase 3 - Activities designed to lead to performance enhancements in the session.

These most likely include 'strides' or, faster run throughs of 50-100m which prepare the body for running at a faster pace.

HS2.5 – Training

Before training commences, teachers should be aware of the following and act in accordance with the below advice:

Environmental conditions

Training in hot conditions

- An assessment of the ambient temperature should be made prior to commencing training in hot weather and a decision made to proceed, modify or cancel training accordingly.
 - This should take into account the relative experience and conditioning of the participants
 - Conditions should continue to be monitored throughout the session and the decision altered if indicated.
- Confirm pre-session hydration with all participants as per normal hydration guidelines (below)
- Current school policy on exposure to sun is sufficient for running training and should be enforced for all participants
 - Be aware of the effect of additional protective clothing on skin surface temperatures. Use of long tights should be discouraged in hot conditions
- In hot conditions, any periods of intense effort should be shortened or the level of effort reduced. Regular drinks breaks should also be provided.
 - Note that after any drink break of more than 5 minutes, a short warm up should be undertaken prior to recommencing training.

Training in cold

- Training in cold weather requires a longer initial warm up as well as additional warm ups throughout the session after any period of rest greater than 5 minutes
- Participants should be encouraged to dress appropriately as well as given ample opportunities to add or remove clothing during the session (eg. jackets in warm up, removed for high intensity work and put back on for cool down phase)
- The effect of cold is increased in wet conditions. This must be taken into account with warm up duration and additional warm ups throughout the session as well as the clothing selection - note that waterproof jackets may retain significant amounts of heat and leave participants susceptible to hyperthermia, even in cold conditions.
- Younger and/or lean children are more susceptible to cold and should be monitored closely throughout sessions in cold conditions

Hydration and nutrition

- Ensure participants are well hydrated leading into sessions
 - **ACTION: Prior to every session, ask participants “When/what/how much did you drink last?”**
- If sessions are longer than 60 minutes or in hot conditions, plan for drink breaks
- Simple recovery techniques can include:
- Drinking a variety of fluids straight after training
- Eating plenty of carbohydrate-rich foods immediately after training
- An active warm down with minimal resistance
- A good night’s sleep

Musculoskeletal injury

Acute injury

This is characterised by a sudden onset of symptoms, with or without a known incident.

If there is:

- Immediate swelling
- Deformity - visible difference to other side
- Inability to move or weight-bear
 - Unable to move their own limb (ie. unassisted)
 - Unable to walk 5 steps (regardless of pain)

ACTION: Commence first aid and/or RICE. Do not put load through limb and seek immediate medical assessment

If the above points are not present but there is:

- Swelling within 1hr
- Bruising at site of injury or elsewhere

ACTION: Commence RICE. Cease training and seek medical assessment within 72 hours

ACTION: Notify The Run Beyond Project Board as soon as possible.

Insidious injury

This is characterised by a gradual onset of symptoms, typically without a known incident.

If there is:

- Pain
 - One-sided/asymmetrical
 - Worsening
 - Constant
- Any visible swelling
- Stiffness
 - Soon after training
 - Next morning for >30min

ACTION: Cease training and seek medical assessment within one week

ACTION: Notify The Run Beyond Project Board as soon as possible.

Over-training indicators

- Increased perceived exertion at similar similar running pace
- Sudden decline in running performance
- General unexplained fatigue
- Reports of waking up feeling tired or exhausted
 - **ACTION: On a weekly basis, ask participants “How long did it take for you to feel recovered or back to normal after the last session?”**
- If heart rate monitoring is available, look for a sudden drop in max HR during high intensity efforts (NB. Wrist-based HR monitors such as Apple watches are not as accurate as chest strap monitors and should not be relied on for assessments of over-training)
- **ACTION: If over-training is suspected, training should cease and medical assessment is recommended**
 - Note: a period of rest from training may not be sufficient to rectify this situation so medical assessment is recommended in all cases
- **ACTION: In the event of initiating a cessation of training for a student, notify The Run Beyond Project Board as soon as possible.**

HS2.6 - Cool down

An effective cool down post-session has the effect of gradually returning the heart-rate and blood flow to regular levels. Cool downs often comprise of a few minutes of walking or jogging at a pace significantly slower than workout pace, followed by static stretching of major muscle groups used in the activity (calves, hamstrings, quadriceps and glutes).

Foam rollers are also often recommended for cool down routines.



TEACHER HANDBOOK

RUN BEYOND IN YOUR SCHOOL

It is imperative for the success of The Run Beyond Project that we maintain a positive relationship with the schools in which we are operating.

We are committed to working with the schools implementing our program to develop each student toward goals that will have lasting implications. From enquiry stage through to implementation and evaluation, The Run Beyond Project provides support and authorisation to teachers to ensure Run Beyond is implemented in accordance with its guiding principles in a manner that is most suitable to each school's context.

The Run Beyond Project Provisions.

The Run Beyond Project provides each participating school with the following:

- Teacher training to ensure teachers are as well-equipped as possible to deliver The Run Beyond Project in their school setting.
- Program templates and curriculum resources which promote the development of goal-setting, commitment and resilience skills in participating students as they work towards the completion of a Goal Race.
- Ongoing support to adapt the program to suit your school's students.
- Free Athletics Australia Level 1 Community Coaching Certificate for the Cohort Teacher as required.
- Free professionally fitted shoes for participating students.
- Free official The Run Beyond Project singlet for each participating student and Cohort Teacher.
- Free official The Run Beyond Project t-shirt for each participating student and Cohort Teacher.
- Free entry to approved Goal Race for each participating student and Cohort Teacher.
- Travel costs (where applicable) to The Goal Race.
- Graduation Certificate to all participating students who complete the program requirements.

Additionally, we will endeavour to supply students and staff with the following when circumstances permit:

- Equipment to assist in the injury prevention and management process, including foam rollers and spikey balls.
- Post-diagnosis physiotherapist advice on the management of injuries.
- Entry to additional races which serve as interim goals as students progress towards their Goal Race.

The Run Beyond Project General Implementation Requirements.

The Run Beyond Project is implemented locally by teachers who are passionate about ensuring their students develop key capabilities to enable the achievement of their potential, personally and socially. In most cases, but not always, teachers are also keen runners, whether elite, social or back-of-the-pack.

Teacher Mentor Role

The Run Beyond Project is delivered within each school, by a teacher mentor / teacher mentors, to their approved cohort. They are supported by The Run Beyond Project Board in this process, and can make contact at any time for assistance at contact@therunbeyondproject.com

Excursion notices / permission notes, risk assessments and other administrative requirements.

The program should be delivered in accordance with school and relevant department policies, which includes the completion of necessary administrative requirements including excursion notices / permission notes, risk assessments and other administrative requirements.

A bank of templates and existing paperwork is available, which teachers are encouraged to use as a basis for their administrative requirements in order to minimise unnecessary duplication of resources. These can be found at www.therunbeyondproject.com/teaching_resources

Flexibility of program delivery

The program is designed to promote key capabilities to students with diverse needs, in a range of settings. To effectively achieve this, flexibility is paramount in terms of curriculum materials, physical training requirements, program duration and Goal Races.

(a) Curriculum materials

A number of curriculum materials are provided which aim to develop students' personal and social capabilities in the core areas of goal-setting, commitment and resilience. Throughout the course of the program, it is expected that a teacher will implement at least one session on each of these three core areas. In addition, the Cohort Teacher is encouraged to include discussions on these concepts during other activities associated with the project, including training and the Goal Race.

Teachers are encouraged to contact The Run Beyond Project Board for assistance in modifying materials that are deemed inappropriate for their student cohort.

This flexibility is designed to ensure that the core values of the program can be implemented in a manner suited to the individual circumstances of each participating school; the teacher mentor, and the students.

(b) Physical training requirements:

Physical training will be dependant on a number of factors, including participants' age, year group, previous running experience, medical conditions, physical capabilities, impairments and the goal-event targeted.

Typically, one physical training session per week is required. Students may be directed to, or volunteer to, complete runs in their own time in between official training sessions.

Training schedules will be overseen and supervised by The Run Beyond Project Board who are accredited coaches.

Teachers are encouraged to contact staff at The Run Beyond Project whenever questions arise.

(c) Program duration:

10km: Goal-events of 10km or less require a program of no less than 1 term in duration (10 weeks minimum)

21.1km: Goal-events of 21.1km, require a program of no less than 2 terms in duration (20 weeks minimum)

Other: Goal-events in between these distances require a program of at least 10 weeks, to be negotiated with The Run Beyond Project directors, but typically requiring approximately 1 week per km of race distance.

(d) Goal Races:

Goal Races will be identified and agreed in consultation between The Run Beyond Project Board and the school.

Participating students and teachers will have their entry to the event covered by The Run Beyond Project. The Run Beyond Project will also cover travel and accommodation expenses where appropriate.



TEACHER HANDBOOK

SOCIAL MEDIA



Social media is used by The Run Beyond Project to acknowledge the progress and achievements of our students; to demonstrate appreciation for the support of our sponsors, without which The Project is not sustainable; and to promote awareness of our organisation.

We strongly encourage participating teachers to interact appropriately with The Run Beyond Project on social media to assist in the achievement of these aims.

Our major social media channels are:

Facebook:

www.facebook.com/therunbeyondproject

Instagram:

@therunbeyondproject

Permission to Publish

Part of the onboarding / reboarding Process involves providing prospective students with Permission to Publish forms. Please ensure that when parental / guardian Permission to Publish has not been granted via these forms, images of the relevant students are not published or provided to our Social Media Team for publication.

Providing Images for Publication

Teachers are asked, where possible, to provide weekly updates for us to post on social media. These can be emailed to socialmedia@therunbeyondproject.com or sent via SMS / MMS to the number provided to you upon commencement of the project.

How to interact with The Run Beyond Project on Social Media.

In addition to supplying our Social Media Team with weekly training updates, you can help the project's exposure by:

- (a) Encouraging your school to post updates of your cohort's progress.
- (b) Tagging us @the run beyond project on Facebook and @therunbeyondproject on Instagram.
- (c) Sharing our social media posts via your personal and /or school's pages.
- (d) Engaging with our social media posts with comments, 'likes', shares etc.

The project is about community building, so please engage with posts of other schools in The Project to facilitate this process. Engaging with other schools' posts builds a sense of belonging to The Run Beyond Project team and helps to establish our identity within the local running community. Positive engagement which acknowledges student achievements, therefore, acknowledges these as more than individual efforts, but as contributions to the running community as representatives of their schools and of The Run Beyond Project.



TEACHER HANDBOOK

OTHER MEDIA

The Run Beyond Project and Traditional Media



At various times, we may pursue or be requested to participate in interviews and other media-related activities in order to promote The Run Beyond Project.

Your participation in these activities when requested is of benefit to The Project and is greatly appreciated.

All interviews and media related activity must be pre-authorized by the Run Beyond Project Board. If you are approached by any media outlet for such purposes, or have a proposal for media-related activity, please contact us on contact@therunbeyondproject.com to discuss.



TEACHER HANDBOOK

RECRUITING STUDENTS

As a charitable organisation, registered with the Australian Charities and Not-For-Profits Commission, it is imperative that students meet the criteria set out in our [Student Selection Policy](#).

This helps to preserve the integrity of the charity and allows us to demonstrate to the ACNC that funds we raise are being spent on students who are 'in need'.

With this in mind, recruiting via whole school announcements at assemblies, in newsletters and on school social media pages is not recommended as it constitutes an invitation to a wider audience, some of whom may not meet our criteria for involvement.

A more effective approach is the identification a pool of possible candidates who meet the criteria based on discussions with teachers, Year Advisors, counsellors and Welfare Team members.

If you have doubts about the eligibility of a particular student, please discuss their suitability with The Run Beyond Project Board prior to initiating discussions with the student regarding involvement in Run Beyond.

Initial discussions with students should emphasise the fun, supportive nature of the project, the exciting sense of challenge and adventure involved, and the rewarding elements associated with the achievement of a significant goal. Students should also be made aware from the outset, that involvement will require a commitment of their time both on a weekly basis, to training, and on a weekend, for the completion of the Goal Race.

During initial discussions, students should be made aware that discussion does not constitute a formal invitation to be involved, but rather a gauging of interest. A formal invitation can only be given to a student upon that student's approval by The Run Beyond Project Board. This is outlined in the onboarding / reboarding section above.



TEACHER HANDBOOK

SUPPORTING STUDENTS - THEORETICAL FRAMEWORK

First of all, thank you. The Run Beyond Project exists to facilitate the development of important personal and social capabilities within our students; to empower them beyond the finish line. And this simply cannot be done without your support.

Your students are in need of your support. While many programs of a nature similar to ours are delivered by external providers, The Run Beyond Project has deliberately avoided this model in order to adhere to a model which allows the program to be delivered by teachers themselves, within their own school settings.

The rationale for this is based on the assumption that teachers who have an existing relationship with students are in a better position than external providers to foster a safe and trusting environment that best-facilitates a sense of attachment which allows for the development of responsibility and skills.

This STARS model of wellbeing was developed by UNICEF in 1991 and is a key theoretical framework which underpins our program. Let us elaborate on the key terms in the paragraph above which comprise the STARS model:



Safety: Many of our students lack safety in their lives or have done so in their recent past. Teachers can facilitate a safe, secure and structured environment which is a haven for all students, particularly those who have experienced trauma. Consistency and clarity of rules and consequences is a simple way to promote this.

Trust: Teachers are in a key position to model behaviours and relationships that promote trust, a behaviour that is often difficult to exhibit for those who have been impacted by trauma. Reliability, predictability, fairness, kindness, understanding and interest in students help to promote the development of trust, as does the avoidance of aggressive behaviours.

Attachment: The building of trust promotes connections, a sense of being valued and accepted and belonging. We have a number of mechanisms in place to promote attachment and belonging, including the provision of Run Beyond attire, the use of social media to promote and celebrate achievements within the context of our team environment. Teachers are encouraged to emphasise the team-oriented nature of all Run Beyond activities in order to promote and development attachment and belonging.

Responsibility: Trauma is often linked with limited control over life choices and powerlessness. We are in a position to provide students with opportunities to make decisions which allow them to take responsibility. This can be done in small increments at first, relating to aspects of training such as which course to run, who will lead the warm up, and deciding on goals for the session. More importantly though, the greater impact will be when considerations about responsibility are expanded beyond the concept of running. The activities in the Student Booklet, and accompanying discussions are a great way to initiate discussions about decisions that require students to think about responsibility.

Skills: We work with students who have missed out on learning opportunities. The first steps in the STARS model build their capacity to do that. As we work through the Run Beyond Project, we encourage a sense of belonging in an environment that is safe and built on trust. We provide opportunities throughout the program for students to experience success as they see themselves progressing from week to week. In conjunction with this, we develop - through constant discussions around our key concepts of goal-setting, commitment and resilience - a sense of responsibility required to develop skills and capabilities. It is imperative that we consistently promote the importance of students of implementing the skills and capabilities they develop, beyond the concept of running.

The STARS model underpins our work throughout all aspects of the program. The following sections provide more detail on considerations when delivering the practical and theoretical components of the curriculum.



TEACHER HANDBOOK

PRACTICAL COMPONENT DELIVERY

Practical Sessions Work in Conjunction with Theoretical Components

A core basis of The Run Beyond Project, and one which we ask you, as a teacher, to make abundantly clear to our students, is that **we are not a running club**. We hope that this project fosters an appreciation, and even a passion for leading an active lifestyle, and for running in particular, but that is not our primary purpose.

Our purpose is to use our physical sessions, in conjunction with the theoretical components, to develop personal and social capabilities which students can apply beyond the context of running, with a focus on goal-setting, commitment and resilience.

Goal-setting, Commitment and Resilience in Practice

With the Run Beyond purpose in mind, it is recommended that sessions be used as an opportunity for teachers to familiarise students with the concepts of goal-setting, commitment and resilience. This can be done in numerous ways, such as:

- Making students aware of the **goal** for the session, and where the session sits in terms of the program's culminating Goal Race. Eg: "Our goal is to run 4km without stopping today. Remember, our Goal Race is 10km, so when we complete today's goal, what percentage of our goal-distance have we achieved?"
- Congratulating students on the **commitment** they've demonstrated in attending each session, and discussion of the benefits of that commitment and how it is helping them progress towards their goal. Eg: "It's great to see the progress we're making with our commitment. Remember 4 weeks ago when we were struggling to run 2km without stopping."
- Reminding students of the importance of **resilience** in achieving their goals. Eg: "It's been great to see some of the resilience demonstrated over the past few weeks. Some of us were struggling with the distance, some of us were struggling with the heat. Some of us were struggling with stitches. But we haven't given up in the face of these hurdles. We've worked on strategies to overcome them such as pacing ourselves better, ensuring we're better hydrated and have eaten more sensibly before training."

Beyond Running

Bringing our key capabilities of **goal-setting**, **commitment** and **resilience** into discussions throughout physical sessions is an important part of the project. Explicitly outlining how these skills relate to participation in the project and the goal-event is essential. From this starting point, it is also important to facilitate discussions, where appropriate, around the application of these skills in broader contexts relevant to students' lives, **beyond** the context of running.

Safety First

The safety of our students and teacher volunteers is our number 1 priority. Goal-events are negotiated between Cohort Teachers and The Board with this in mind. Programs are designed with this in mind. Prior to commencement of the program, teachers must ensure that any documentation required by their school and any relevant governing bodies, such as Risk Assessments and Variation to Routine forms, have also been completed and approved.

Each session should commence with a warm up to ensure that students are adequately prepared, mentally and physically, to undertake the day's session. See the Health and Safety section for more information on this.

The warm up provides an opportunity for brief discussions in which session goals can be outlined and students can be instructed to raise any concerns with their ability to complete the session.

Also ensure that students are adequately hydrated and have adequate sun protection to complete the session safely.

Gradual Progression

The Goal Race, to be negotiated with The Run Beyond Project Board, is designed to be challenging but achievable for all participants, and is selected with participant safety, wellbeing and enjoyment in mind.

In most cases the goal for students is simply the completion of the Goal Race, with the focus being on making the distance rather than obtaining a specific time. With this in mind, physical sessions often involve an approach structured around the gradual progression towards the completion of that distance, with a greater focus on endurance than intensity.

The largest distance completed in training is usually approximately 20-25% less than the Goal Race distance. This leaves an element of the unknown for race day, designed to enhance the significance and sense of achievement associated with the Goal Race, while at the same time ensuring that the students are well enough prepared that race day does not pose a challenge for which they are ill-prepared.

With that in mind, a weekly training program, designed to prepare students for a 10km Goal Race, in terms of kilometres, *may* look like the following.

Sample 10 Week Program Weekly Training Session Kilometre Totals	
Week	Kilometres
Week 1	3
Week 2	3
Week 3	4
Week 4	4
Week 5	5
Week 6	5
Week 7	6
Week 8	7
Week 9	7.5
Week 10	5 (taper)

Of course, there is no one set program for achieving this result. The outline above allows for a steady build up for students who are novice runners, and provides time for adaptation, especially in the earlier weeks when they have had little to no experience with running.

Towards the end there is a more steady increase, but at this stage the increase in kilometres each week represents a smaller increase in percentage terms than earlier in the program.

The final week in the above outline also provides for a 'taper' week before the Goal Race, assuming it immediately precedes week 10's training session.

Taper

As per the outline and comments above, a 'taper' should precede the Goal Race, such that students are not completing their longest session in the last few days prior to the event. Rather, the longest session is usually completed 2-3 weeks prior to the goal-race. The taper ensures that the students arrive at the start line on race day in good physical condition and not unduly fatigued.

Training At Home

Students should often be tasked with sessions to be completed on their own, between official school training sessions. This is a great talking-point in relation to **commitment** at the beginning of a session. Eg: "How did everyone's home training sessions go this week? Tell us about them." There may often be occasions where students have not completed assigned sessions at home. Responses to this should be framed positively rather than punitively, with reference to questions about the **Goal Race** and what commitment is needed, moving forward, in order to achieve the goal.

Sessions to be completed at home should always be less than the longest distance completed as part of a group training session and which students should be able to complete in relative comfort.

Concerns with Training Load

Contact The Run Beyond Project board immediately if you feel that students are finding the training load taxing to the extent that it is limiting their enjoyment, risking injury or causing them to re-consider their involvement in the program. Student safety is our number one priority. In cases where it is suspected that a student may be injured, please refer to our injury management policy.

Program Variations and Support

Programs may need to be varied for a number of reasons, including weather, student or staff absences, cancellation of Goal Races among other reasons. We will work with you to support the implementation of variations when required. Contact us as soon as possible after it becomes apparent that variations are required.

Our role is to support the implementation of the project and we can be contacted at any time to discuss concerns as they arise.



TEACHER HANDBOOK

THEORETICAL COMPONENT DELIVERY

The final section of this handbook includes a teacher version of the student handbook, with a series of teaching points for each activity.

Additionally, this section contains some general advice to keep in mind throughout the program in its entirety, in addition to the overarching STARS model outlined previously. This advice will help facilitate the effective teaching of the program's theoretical and practical components.

More Than a Running Club

Most importantly, it is imperative to keep in mind at all times, and to consistently emphasise to students that **The Run Beyond Project is not a running club**. The Project is focused on the development of personal and social capabilities, with any improvements in physical fitness being a by-product of this. Run Beyond uses running as a mechanism through which we develop **goal-setting**, **commitment** and **resilience**, foster a sense of belonging and build confidence.

Going Beyond

The word '**beyond**' is integral to our philosophy. While we develop personal and social capabilities within the context of preparing for a Goal Race, teachers are reminded to consistently emphasise the importance of the application of these capabilities beyond the context of running. The curriculum resources are designed to promote this broader application, and teachers are encouraged to support this development with targeted discussions in training sessions and other Run Beyond activities, where appropriate.

For example, students may be having an incidental discussion about wanting a part-time job. This is a great opportunity to discuss the capabilities promoted through Run Beyond.

- **Goal-setting** relates to goals around getting a CV and cover letter written, getting a job, and using the job as a means to save for a variety of purposes.
- **Commitment** relates to the qualities required to perform well within the workplace as well as managing other obligations and aspects of life.
- **Resilience** relates to continuing to apply for work in the face of unsuccessful attempts, and the ability to use feedback to improve at each successive attempt.



TEACHER HANDBOOK

THE GOAL RACE

The Goal Race is an integral part of The Run Beyond Project. It is the centrepiece event around which the implementation of the project is structured.

As is mentioned elsewhere in this document, the Goal Race is negotiated with The Run Beyond Project Board before commencement of the program at your school. If, at any time, there are concerns about the ability of your students to complete the Goal Race, or other concerns related to participating in this, contact Run Beyond immediately so that alternative arrangements can be made in a timely fashion.

It is important to keep the Goal Race as a focal point for students by referencing it regularly in discussions with students and developing an awareness in them about their progress towards the race. Discussions should also reference the broader application of the **goal-setting**, **commitment** and **resilience** skills that they are developing as they work towards their Goal Race. Teachers are encouraged to initiate ongoing discussions with students about how they can apply these skills **beyond** running and beyond the completion of the project.

Entries to Goal Race are provided at no cost to students or the cohort teacher. These are almost always provided by Race Directors, and covered by The Run Beyond Project when this is not the case. Students should be made aware of the generosity of Race Directors in providing this benefit to them and asked to express thanks to the Race Director at the event. This strengthens relationships between Race Directors and The Run Beyond Project, develops confidence in students and an appreciation of the dynamics of communities.

Representing Run Beyond

Students should be reminded that they are representing Run Beyond in a public manner on race day, and to behave accordingly. Students are required to **wear Run Beyond apparel when competing** and are encouraged to engage in a polite and respectful manner with fellow participants, race officials, volunteers and spectators.

Members of the running community are often curious about the journeys students have taken in order to get their Goal Race. Cohort Teachers are encouraged to ask students to contemplate this and to reflect on what they've learnt, immediately prior to the Goal Race so that they are prepared to engage with people who inquire about their journey and their experiences with Run Beyond. Students have the potential to be positive advocates for the project, to strengthen links between us and various members of the running community. Their representations of Run Beyond at the Goal Race can have ramifications for ability to continue to provide this service to future students.

Representing Your School

As mentioned above, the Goal Race is completed as a school excursion. As such, all requisite paperwork including excursion notices, Risk Assessments, Variations to Routine and other documents required by your school and any relevant educational bodies must be completed and approved prior to the Goal Race date.

Costs

Entry fees for the Goal Race are provided to Run Beyond students and Cohort Teachers, free of charge. The Run Beyond Project may be able to cover additional costs associated with participation in the Goal Race, including transportation, meal allowances and accommodation. This should be discussed with the Run Beyond Project Board prior to the commencement of the program.

Spectators

Teachers are encouraged to invite spectators to support Run Beyond students on race day, including students' families and fellow staff members. However, we must be notified in advance and approve of anyone acting in an official volunteer capacity. This will require us to be provided with a current Working With Children's Check number for that proposed volunteer.

Beyond the Goal Race

The Goal Race is another opportunity for Cohort Teachers to reiterate to students that the real value of The Run Beyond Project is what students do **beyond** running and beyond the Goal Race. It is a chance congratulate students on the progress they have made and to remind them of the skills they have acquired, particularly relating to **goal-setting, commitment** and **resilience**.

Encourage students to relish their achievement. Applaud their completion of the Goal Race. Remind them that they have accomplished something extraordinary and that they have the ability to use the capabilities they have developed to set extraordinary **goals** in all aspects of their lives, to **commit** to the pursuit of these, and to be **resilient** when things do not go to plan. This can be conducted at the Goal Race, post-event as a social function for which The Run Beyond Project will provide funding.

Also remind students of the role that **community** has played in their ability to pursue their goals. The running community has supported their journey, and celebrates their achievements. Likewise, they belong to The Run Beyond Project team and are encouraged to continue to be a part of this community and to support students who follow in their footsteps in future.



TEACHER HANDBOOK

GRADUATION

Graduation from The Run Beyond Project occurs after the completion of the Goal Race. Depending on circumstances, this may be completed at school, or it may be at a centralised event.

The Run Beyond Project provides Graduation Certificates for students who have completed their designated Goal Race and maintained an attendance record of 90% or higher.

On occasions where either of these criteria have not been met, students may still be eligible to graduate, following discussions between the Implementing Teacher and The Run Beyond Project Board. Please contact us as soon as possible, if it becomes apparent that one of your students is unlikely to fulfil one of these graduating criteria.

Appropriate Acknowledgement of Achievement

When graduation occurs at school, implementing teachers are encouraged to ensure that students' achievements in completing the requirements of The Run Beyond Project are appropriately acknowledged. Graduation Certificates, provided by The Run Beyond Project, should, where practicable, be presented at a School Assembly or Year Meeting in order that students achievements are celebrated in front of an audience of their peers.

Students have committed a great deal of time and have accomplished something significant in graduating. Acknowledging this in front of an appropriate audience provides them with an opportunity to relish their achievements. It has also, historically, provided a mechanism to promote awareness and interest among students who may be future potential candidates for The Run Beyond Project.

Continued Involvement and Follow Up

The Run Beyond Project strongly encourages students to continue to be involved beyond their own graduation. This is consistent with the **community** values promoted throughout the project.

Graduates are encouraged to attend training sessions with future cohorts in a supportive capacity, where this is applicable.

Run Beyond can often organise for entries to future Goal Races for graduates who consistently attend training with and support and encourage students in following cohorts.

Additionally, The Run Beyond Project provides a mechanism to strengthen student-teacher relationships. Teachers often report that this connection provides them with a conversation catalyst which helps when monitoring the ongoing needs of these students beyond their graduation from Run Beyond.

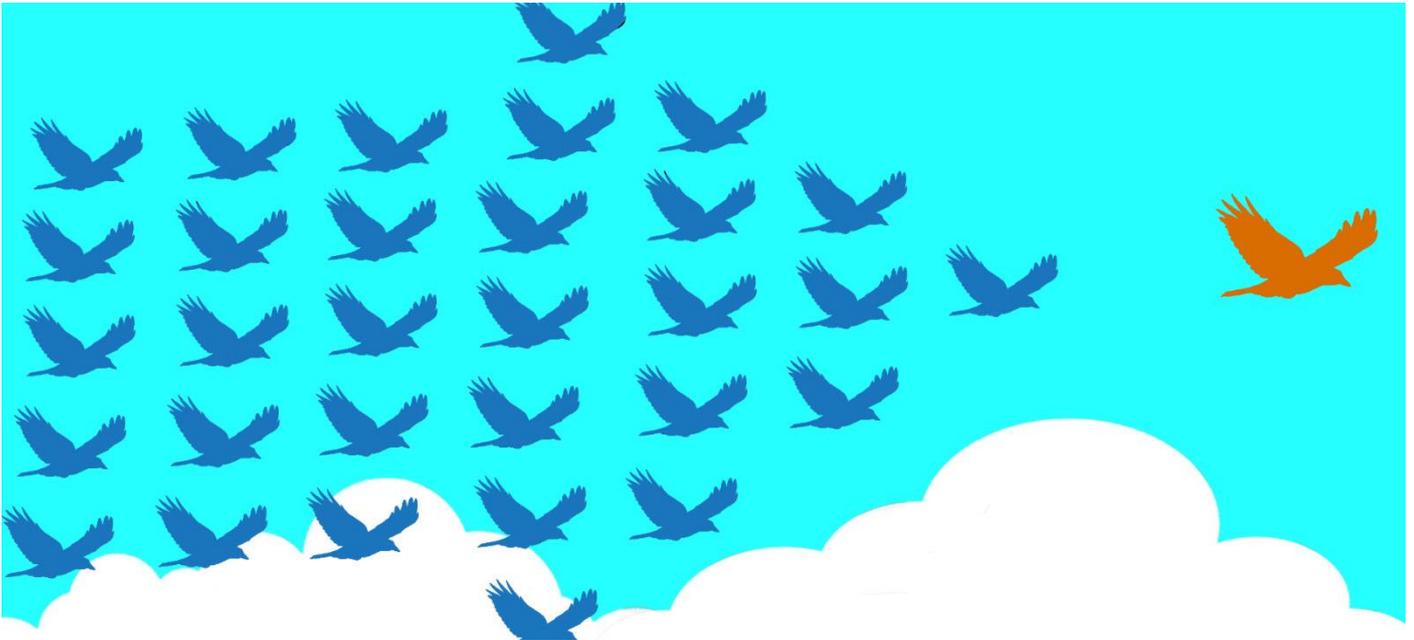


TEACHER HANDBOOK

LEADERSHIP PROGRAM

The Run Beyond Project has developed a Leadership Program, commencing soon, to formalise the process of graduates adopting leadership roles in relation to subsequent cohorts of students who complete The Run Beyond Project at their school.

Teachers will be made aware of the process of nominating students for The Run Beyond Project's Leadership Program as this is finalised.





TEACHER HANDBOOK

BELONGING TO RUN BEYOND...AND BEYOND

A sense of **belonging** is a protective factor for young people in need, and helps promote learning and **resilience**. It's something that is particularly important to foster as traditional sources of belonging deteriorate with increased family breakdown and increasingly transient lifestyles, extended work hours and increasing reliance on technology impacting on social interactions.

The Run Beyond Project promotes a sense of belonging in numerous ways:

Attire

The provision of Run Beyond attire is designed to provide a visual sense of unity among Run Beyond members. Teachers and students are provided with a Run Beyond singlet and t-shirt at the commencement of the program. They are encouraged to wear the attire to training sessions as much as possible. Attire is mandated at the Goal Race where students are publically representing The Run Beyond Project.

Acknowledgement

Teachers are encouraged to **promote belonging** by acknowledging the performances of students within the context of membership of The Run Beyond Project group and to promote acknowledgement among the group members.

This can take forms such as:

- Group feedback: Eg: "Well done, **team!** You've all exceeded your furthest distance run this afternoon!"
- Encouraging peer acknowledgment: Eg: Prompting students who have completed a lap of the park to applaud and encourage the remaining students as they complete the lap.
- Acknowledging student progress in public forums such as school assemblies. As above, this should be done within the context of the team, rather than emphasising individual performances. Eg: "Over the weekend our Run Beyond team completed their first parkrun. While many of you were enjoying a Saturday morning sleep in, The Run Beyond Project students were demonstrating their commitment by pushing through 5 gruelling kilometres to keep them well on track for their Goal Race in a month's time."
- Acknowledging performances on social media. Cohort teachers are encouraged to take photos (assuming completion of Permission to Publish forms) during training sessions and organise for these to be posted on their school's social media pages, as well as providing them to our Social Media Coordinator for publication on our social media pages, which again, acknowledge the performance within the context of the Run Beyond team.

Community

The Run Beyond Project goes to great lengths to welcome our students in to the running community and to provide an environment which enables students to feel as though they belong within this broader environment.

We have forged positive relationships with numerous running clubs, race directors, administrators, sponsors and other key members of the running community in order to provide a gateway through which students are welcomed and supported.

We encourage teachers to make mention of community explicitly, with reference to:

- The importance of communities in all aspects of life, beyond running.
- The reciprocal nature of communities. This can be promoted through discussions which encourage students to consider what support they are receiving as they are welcomed into the running community, and to what degree they are able to participate. For example, students can be encouraged to reciprocate interest shown by competitors at events, and actively to engage in discussions with runners who converse with them at these events.
- The roles played various stakeholders in communities. Closely related to the above point, it is important that students be made aware of the roles of some of the people and organisations that are facilitating their initiation into the running community. Race Directors, for example, often generously donate entries for Run Beyond Project students. The sponsors promoted on Run Beyond apparel and our website, provided assistance necessary for the functioning of The Project. Explicitly stating the role that sponsors play and the importance of acknowledging this support allows students to interact with stakeholders as more informed and aware community members.
- Ensuring students understand their capacity to contribute to the various communities to which they belong. Students can be encouraged to contribute to the Run Beyond and the running community more broadly by taking an active interest in the performances of their peers and competitors, by engaging in dialogue with various stakeholders in Run Beyond, by engaging with Run Beyond and their Goal Race's social media pages and by volunteering at events such as parkrun. Beyond this, teachers are encouraged to engage in dialogue which promotes an awareness of how students can contribute to other communities to which they belong.



TEACHER HANDBOOK

CURRICULUM RESOURCES

The following pages contain the curriculum resources that your students will find in their Student Booklets. These are supported with teaching points and suggestions that will allow you to deliver the lessons in a manner that effectively supports the aims of The Run Beyond Project.

If other resources are required for the delivery of these lessons, links are provided.

The booklet commences with an Introduction which provides a brief overview of the program, outlines what students can expect, and clarifies our expectations of participating students.

The Welcome section follows, which facilitates discussions to clarify terms and concepts related to The Project and The Goal Race.

The booklet commences with the three skills which are core to The Run Beyond Project's curriculum - **goal-setting**, **commitment** and **resilience**. At least one activity on each of these core areas must be completed by students as a requirement of graduation from the program.

The following lesson relates to **Growth Mindset**. We encourage students to develop a Growth Mindset in order to effectively employ their goal-setting, commitment and resilience skills in all areas of their life.

A lesson on **Success** follows, which prompts students to contemplate combining the skills they've learnt to succeed in multiple arenas.

The final lesson relates to **Community**. This promotes the value of belonging and serves to develop an appreciation that while the skills taught may often seem individual in nature, they occur within a community context and students have an important role to play in these communities.

Adaptation and alternative resources

The Run Beyond Project aims to develop goal-setting, commitment and resilience in our participants. We aren't bound by these lessons and if the lessons contained in the student booklet are inappropriate for your cohort we are willing to adapt resources and explore the use of alternative resources which convey the same message. In the case that these resources are not appropriate for your students, contact us as soon as possible so that we can commence discussions about the provision of suitable alternative resources.



TEACHER HANDBOOK

INTRODUCTION (TEACHING POINTS)

INTRODUCTION STUDENT ACTIVITIES

Location: Student Booklet, page 2.

Additional resources:

The Run Beyond Project Board will, where possible, provide you with a personalised video to present to students.

Purpose: To introduce students to The Run Beyond Project, and provide them with an opportunity to understand the objectives of the project. This section outlines our expectations of participants and clarifies what they can expect from The Project.

Teaching notes: Emphasis should be placed on the fact that Run Beyond uses running to teach skills that go 'beyond' running and 'beyond' the finish line of The Goal Race. Goal-setting, commitment and resilience are skills that students can utilise throughout their lives in whatever fields their interests lie.

Emphasise also that students are not just a member of their immediate cohort, but also, more broadly, the wider Run Beyond community. They are encouraged to engage with this community, in a respectful manner, through our social media channels, and to contribute to the community through engaging with the progress of students in other cohorts as they work towards their Goal Race.



TEACHER HANDBOOK

WELCOME (TEACHING POINTS)

WELCOME STUDENT ACTIVITIES

Location: Student Booklet, pages 3-4.

Purpose: To provide students with the opportunity to clarify their ideas in relation to the project's purpose and the key skills they will be developing throughout the course of The Project, as well as focusing them on The Goal Race towards which they will be working.

Teaching notes: This is an opportunity to engage with students about their motivation for participation. While we do work hard to provide students with tangible goods (such as shoes and apparel), this section sometimes provides an opportunity for discussion around the objectives of the project. That is, students sometimes mention motivations relating to 'free shoes'. This can prompt discussions around us providing these to students as tools to achieve their goals, and an emphasis on goal-setting and the other skills Run Beyond hopes to develop in participants.

Note also that at this point in time, while The Goal Race should be set, individual student goals may not be. That is, The Goal Race towards which the cohort is aiming may be the City to Surf. Student goals may not yet be defined, or may be movable as the project advances. Students may at this stage be aiming just to complete the distance. As the project continues, it may become apparent that this goal is too easily attainable, and a specific time target may be set. This section can provide an opportunity to have discussions to this effect.



GOAL SETTING – MAKING GOALS SMARTER

STUDENT ACTIVITIES

Location: Student Booklet, pages 5-6.

Additional resources:

https://therunbeyondproject.com/teaching_resources/ - Goal Setting PDF / PowerPoint.

Purpose: To develop an understanding of the elements of SMART as a pre-requisite to being able to set these.

Teaching notes: Utilise the resources above to explain concepts. Focus on using examples of goals which are relevant to your school, the students, the Goal Race context, and student interests beyond running.

Emphasise the importance of goal-setting 'beyond' the context of running and the broad scope of this skill and potential to enhance various aspects of students' lives.

Discussion points related to the specific examples.

- Zena's goal to buy a car seems attainable and is most likely relevant to her interests. Questions around whether it could be improved by adding a time frame and a specific model of car. This can help her to measure overall success and also progress towards this goal.

- Mohammad's goal is time-based and is certainly ambitious. Measurable too. Is it relevant to his circumstances? Is it attainable? What are suitable alternatives? Moving out with friends to a share-house by x-date perhaps? Setting a longer-term goal to have x amount raised for a deposit by x-date etc?

- Sally's goal is perhaps relevant, given her family circumstances. It is time-based too. It could well be attainable if a realistic specific amount is attached to the goal, which could in turn make it more easily measurable, and progress towards its completion measurable too.

- James' goal is specific, measurable and time-based. It is more of a fantasy than a goal since it is not realistically attainable. A more relevant goal may involve being able to complete a local fun-run in a set time which is appropriate to his abilities.



GOAL SETTING

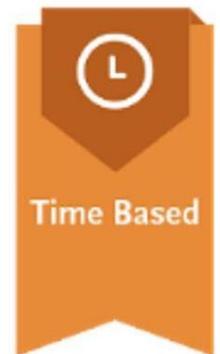
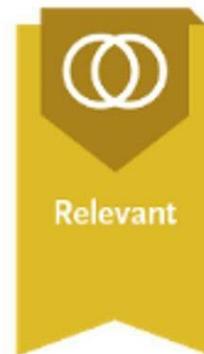
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MAKING GOALS SMARTER

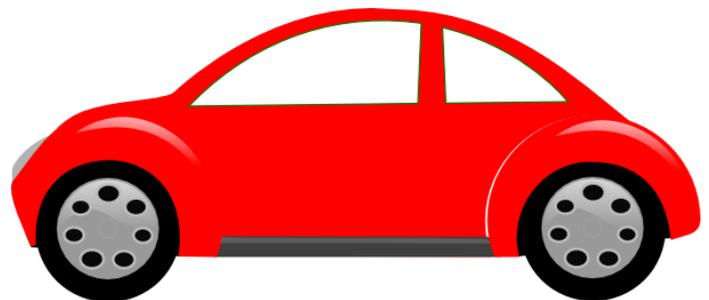
Before commencing this activity, your teacher will discuss the importance of goal-setting with you, and discuss the SMART goal concept in some detail.

Activity:

Read the following scenarios. Circle which elements of SMART are covered in each goal, and state how the goal could be changed to make it SMARTer.

1 – Zena has a part-time job after school and on weekends. She has already saved \$1,000. Her goal is “to buy a car.”

Circle which elements of the SMART process Zena has covered.



Specific	Measurable	Attainable	Relevant	Time Based
----------	------------	------------	----------	------------

Reword Zena’s goal to make it SMARTer. Focus on including the elements of SMART not circled above.

2 – Mohammad has a part-time job after school and on weekends. He has already saved \$1,000. His goal is “to buy a house by the end of next year.”



Circle which elements of the SMART process Mohammad has covered.

Specific	Measurable	Attainable	Relevant	Time Based
----------	------------	------------	----------	------------

Reword Mohammad’s goal to make it SMARTer. Focus on including the elements of SMART not circled above.

3 –Sally’s older brother is blind and uses a guide dog. Sally goal is “to raise money to donate to Guide Dogs Australia this year.”



Circle which elements of the SMART process Sally has covered.

Specific	Measurable	Attainable	Relevant	Time Based
----------	------------	------------	----------	------------

Reword Sally’s goal to make it SMARTer. Focus on including the elements of SMART not circled above.

4 –James is a Year 8 student who started running when he joined The Run Beyond Project. He’s enjoying it and has set a goal to win the next Olympic Marathon.



Circle which elements of the SMART process James has covered.

Specific	Measurable	Attainable	Relevant	Time Based
----------	------------	------------	----------	------------

Revise James’ goal to make it SMARTer. Focus on including the elements of SMART not circled above.



TEACHER HANDBOOK

GOAL SETTING (TEACHING POINTS)

GOAL SETTING – SETTING SMART GOALS STUDENT ACTIVITIES

Location: Student Booklet, pages 7-8.

Additional resources:

https://therunbeyondproject.com/teaching_resources/ - Goal Setting PDF / PowerPoint.

Purpose: To develop student capacities to set SMART goals.

Teaching notes: Utilise the resources above to explain concepts. Focus on using examples of goals which are relevant to your school, the students and the Goal Race context.

Emphasise the importance of goal-setting 'beyond' the context of running and the broad scope of this skill and potential to enhance various aspects of students' lives.

Discuss the activity with students and direct them to consider whether their goals satisfy the SMART criteria.



GOAL SETTING

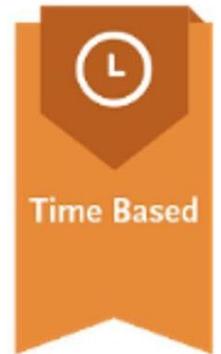
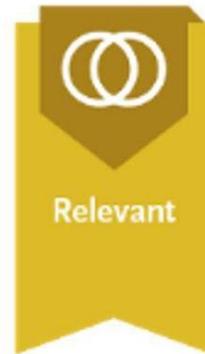
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SETTING SMART GOALS

Before commencing this activity, your teacher will discuss the importance of goal-setting with you, and discuss the SMART goal concept in some detail.

Activity:

Goals are important in life so that we know where we are going and what we need to do in order to get there.

Think about some goals that you'd like to achieve. They can be related to this project, or to running, or to anything else you'd like to achieve **beyond** running and **beyond** this project. Make sure they're SMART!!

For each goal, state the goal itself, then write a bit about why you want to achieve this, what you need to do to achieve it, and when you'll achieve it.

Goal 1:

Goal 2:

Goal 3:





PROMISES AND PRIORITIES STUDENT ACTIVITIES

Location: Student Booklet, pages 9-10.

Purpose: To develop appreciation for the importance of commitment in relation to achieving personal and team goals, and being relied upon as an integral member of a team.

Teaching notes: Students may need support identifying what they are committed to. These can include commitments to complete homework and assignments, individually and as members of groups, commitments to sporting teams and other extracurricular groups to which they belong. Work commitments and family commitments may also be raised here.

Question 2 focuses on the sacrifices associated with commitment. Combined with Question 3 - which focuses on the benefits of commitment - this serves to promote discussion around the cost-benefit aspects of commitment and the idea that commitment is challenging but ultimately rewarding.

The Run Beyond Project promotes the value of community. Question 4 focuses on the benefits of commitment to a person's peers, family and community.



PROMISES AND PRIORITIES

Commitment. What is it? Let's look at some definitions:

- 1 – Being **dedicated** to a cause or activity.
- 2 – A promise.
- 3 – A duty that restricts freedom.

Questions:

1 - Look at the image above. How does it relate to the definitions of **commitment** provided?

2 – What activities are you dedicated or **committed** to?

3 – How do these activities restrict your freedom? What do you miss out on, for example, to participate in The Run Beyond Project?

4 – What benefits do you (**and others**) get from **committing** to these activities?



THE HARE AND THE TORTOISE

Location: Student Booklet, pages 11-12.

Purpose: To promote the idea that commitment is an important factor in the completion of difficult tasks, often more important than innate ability.

Teaching notes:

Questions 1 and 2 offer the chance to discuss the concept of commitment involving consistent hard work to achieve a desired result. Despite the difficulties associated with this, commitment can result in accomplishments beyond what innate talent can achieve if it is not combined with a committed attitude.

Questions 3 and 4 ask the students to reflect on their current commitment and potential to apply this skill in future endeavours. This opens up opportunities to reflect on their capacity to grow and to explicitly state that The Run Beyond Project is invested in promoting that growth. Remind students that they are currently demonstrating commitment to participate in this project and that if they have the capability to apply the skill in this context, they can do likewise in other contexts.

Question 5 looks at the barriers associated with commitment which again provides opportunities to discuss the rewarding nature of persevering despite difficulties and to prepare students for work on resilience.



THE HARE AND THE TORTOISE



The hare, quite frankly, was a braggart. He bragged about many things, and on this occasion, he was bragging to a gathering of forest animals about how fast he could run.

“I am faster than any of you,” he said with a sneer. The animals rolled their eyes as if to say, “Here he goes again.” And indeed, the hare fully intended to press his case until he got a rise out of one of his fellows. “Ha, ha, ha. Ho, ho, ho. I am the best, yes, I am the best. Why doesn’t someone challenge me?” the hare said. “What are you ... scared?”

The animals were not scared but they sure were tired of listening to this hare. Still no one said anything. Finally, the tortoise said simply, “I am not scared. I will challenge you.” The animals turned to the tortoise in amazement. He was not exactly famous for his speed.

The hare was very amused. “This is a great joke,” he said. “Why, I could run circles around you the whole way,” he said, cracking up again. “Right, right,” said the tortoise. “Shall we begin?”

The hare agreed so the course was fixed and the start was made. The hare was an exceptional runner and he darted out of sight. He ran a few laps and then, to insult the tortoise, he lay down to take a nap. It was a warm afternoon and the hare fell into a deep sleep.

The tortoise was very much awake. He made tiny, painstaking steps, plodding in the sun without complaint. When the hare suddenly awoke from his nap, the tortoise had just crossed the finish line. The hare broke into a frenzied sprint, but it was too late.

Questions:

This story highlights the commitment that the tortoise has shown, as well as other attributes such as bravery, confidence and endurance. Think about the commitment demonstrated by the tortoise in this story as you answer the following questions.

1 – How has the tortoise in this story shown **commitment**?

2 - What does this story teach us about talent and hard work?

3 – How have you shown **commitment** in your life?

4 – What are some things that you'd like to **commit** to in the future?

5 – Demonstrating commitment is not always easy. Perhaps the tortoise was intimidated by the hare's bragging and by the speed he demonstrated when he opened up a big lead early in the race. What barriers might you need to overcome to show **commitment** in the areas you have identified above? How can you overcome these barriers?



TEACHER HANDBOOK

COMMITMENT (TEACHING POINTS)

VINCENT LINGIARI

Location: Student Booklet, pages 13-15.

Purpose: To develop the idea of commitment being an ongoing process and one which can have a positive impact on society.

Teaching notes: Read through the short biographical text with the students. Discuss students' reaction to the text and how they think it relates to the concept of commitment.

Question 1 relates to student responses to the text. The second question asks students to reflect on the extent to which the commitment of Vincent Lingiari had implications for his community. The third question asks students to consider how their commitments can benefit their communities. This can be supported by discussions related to the community values of The Run Beyond Project and the fact that people rely on each other's commitments. This includes teachers, students, Run Beyond Board Members, Race Directors, sponsors and others.



VINCENT LINGIARI

Vincent Lingiari (13 June, 1908 – 21 January, 1988) was a Gurindji man and an Aboriginal rights activist.

He was a stockman at Wave Hill, 600km south of Darwin, where he and his people worked hard for a British company called Vestey's, and received only food rations, tobacco and clothing for their work.

In 1966, he led a "walk-off", demanding Vestey's improve pay and conditions for him and his co-workers, and reclaim some of their traditional lands.



The protestors made a camp at Daguragu (Wattie Creek), starting a fight that lasted 8 years. Eventually, they prevailed. On 16 August, 1975, Prime Minister Gough Whitlam gave the rights to a piece of land back to the Gurindji people in a handover ceremony. He said "Vincent Lingiari, I solemnly hand to you these deeds as proof, in Australian law, that these lands belong to the Gurindji people'.

This strike also led to laws being passed which helped other indigenous Australians to reclaim their traditional lands.

Vincent Lingiari's successful protest celebrated in the Freedom Day festival in August each year. It is also celebrated in the song "From Little Things Big Things Grow" by Kev Carmody and Paul Kelly.

Listen to the song and answer the questions below.

FROM LITTLE THINGS BIG THINGS GROW

Kev Carmody and Paul Kelly

(Watch it here: <https://tinyurl.com/flbtg>)

<p>Gather round people let me tell you're a story An eight year long story of power and pride British Lord Vestey and Vincent Lingiarri Were opposite men on opposite sides</p> <p>Vestey was fat with money and muscle Beef was his business, broad was his door Vincent was lean and spoke very little He had no bank balance, hard dirt was his floor</p> <p>From little things big things grow From little things big things grow</p> <p>Gurindji were working for nothing but rations Where once they had gathered the wealth of the land Daily the pressure got tighter and tighter Gurindju decided they must make a stand</p> <p>They picked up their swags and started off walking At Wattie Creek they sat themselves down Now it don't sound like much but it sure got tongues talking Back at the homestead and then in the town</p> <p>From little things big things grow From little things big things grow</p> <p>Vestey man said I'll double your wages Seven quid a week you'll have in your hand Vincent said uhuh we're not talking about wages We're sitting right here till we get our land Vestey man roared and Vestey man thundered You don't stand the chance of a cinder in snow Vince said if we fall others are rising</p> <p>From little things big things grow From little things big things grow</p>	<p>Then Vincent Lingiarri boarded an aeroplane Landed in Sydney, big city of lights And daily he went round softly speaking his story To all kinds of men from all walks of life</p> <p>And Vincent sat down with big politicians This affair they told him is a matter of state Let us sort it out, your people are hungry Vincent said no thanks, we know how to wait</p> <p>From little things big things grow From little things big things grow</p> <p>Then Vincent Lingiarri returned in an aeroplane Back to his country once more to sit down And he told his people let the stars keep on turning We have friends in the south, in the cities and towns</p> <p>Eight years went by, eight long years of waiting Till one day a tall stranger appeared in the land And he came with lawyers and he came with great ceremony And through Vincent's fingers poured a handful of sand</p> <p>From little things big things grow From little things big things grow</p> <p>That was the story of Vincent Lingairri But this is the story of something much more How power and privilege can not move a people Who know where they stand and stand in the law</p> <p>From little things big things grow From little things big things grow</p> <p>From little things big things grow From little things big things grow</p>
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Vincent Lingiari / From Little Things Big Things Grow Questions:

1 - How did Vincent Lingiari demonstrate **commitment**? What can we learn from this?

2 – Did Lingiari’s **commitment** help other people around him?

3 – Can you think of a way that your **commitment** to something can help other people around you?



THE MELBOURNE TEENAGER GOING TO SCHOOL WHILE LIVING UNDER A BRIDGE STUDENT ACTIVITIES

Location: Student Booklet, pages 16-18.

Additional resources:

https://therunbeyondproject.com/teaching_resources/ - Resilience PDF and PowerPoint

Purpose: To develop an understanding of resilience and how it can be applied in the context of The Run Beyond Project and more broadly in other areas of one's life.

Teaching notes:

Prior to reading Alicia's story, introduce the concept of resilience with the students using the pdf or PowerPoint linked to in the "Additional resources" section above.

Read through the Alicia's story with the students. Discuss concept of resilience and discuss why this is important within the context of the Goal Race, and how the concept can be applied 'beyond' the field of running.

Potential discussion points include asking students to identify other people (famous or people they know personally) who have demonstrated resilience. How has this quality helped these people?

Question 1 should be relatively straightforward for the students after going through the resilience PowerPoint or PDF and discussing the concept further in relation to the article about Alicia.

Question 2 can involve a discussion or re-reading of the text. Another suggestion is to read through the questions with the students, before reading the text, and asking them to highlight examples of Alicia's resilience as they go.

Questions 3 looks at applying resilience within the context of the Goal Race, and question 4 looks at the application of resilience beyond this. Use Alicia's case as a springboard for further exploration of the concept.



Instructions: Read the article below and answer the questions which follow.

THE MELBOURNE TEENAGER GOING TO SCHOOL WHILE LIVING UNDER A BRIDGE

Adapted from an article by Aisha Dow

Published: June 3 2015 - 12:15AM

Source: <http://www.theage.com.au/victoria/the-melbourne-teenager-going-to-school-while-living-under-a-bridge-20150601-qhe4at.html>

A suit bag is an odd thing to find in a homeless camp. But its owner is planning to go places.

Alicia (name changed at her request), 19, has been homeless in Melbourne for almost 3 years, but is not letting this stop her from studying Year 11 at a local university.

She and her boyfriend walk to a North-Melbourne drop-in centre for a warm breakfast before Alicia travels into the city. She attends classes Monday to Friday at the Melbourne University which offers Year 11 and 12 subjects.



Whatever work Alicia doesn't finish in class, she does at the State Library, a Youth Centre, or in her tent at night, where she has a lamp. Her favourite subject is Legal Studies, and she dreams of becoming a criminologist.

"I'm not one of those people who want to be married and have kids," Alicia says. "I want to start my career first."

She has recently been helped by a Youth Worker named Melanie

Raymond, who found her doing homework among a group of homeless men one afternoon.

Ms Raymond says Alicia is a young woman with "huge potential." Alicia has worked in a leadership role at her Youth Centre, and has attended a women's leadership camp while living on the streets. Ms Raymond says "If you can stick at Year 11 (which is tough for most teenagers) from under a bridge, you're as tough as nails. I would employ anyone that has overcome that adversity."

Times have been difficult for Alicia since she first spent nights on the street at 8 or 9 to escape a violent home life. She is currently surviving on a budget of \$360 a fortnight, which she shares with three other homeless people. "I'm dead broke now," she says.

She has set up her tent in a few locations and has moved when she's been kicked out of different places. Currently she lives under a bridge, alongside a creek, close to the city.

She says the tent is sometimes better than Youth Refuges or share houses where there were "always police at the door... I have been to a youth refuge and it was horrible. You got stuff taken. There were drug and alcohol issues. It's not like here where you can come home and relax."

She had a black suit donated to her recently which she hangs up under the bridge, next to her tent. She wore this when she was invited to go on a business tour of the Melbourne Magistrates' Court. During this day, many people mistook her for a lawyer. "It's an incredible difference. The way you're looked at is different," she says. "You feel so much better."



Melbourne Teenager Going to School While Living Under A Bridge Questions:

Answer the below questions about resilience. Use the article about Alicia to help with this.

1 – Explain in your words what is meant by the term **resilience**.

2 – How did Alicia demonstrate **resilience**?

3 – How might we need to demonstrate **resilience** on the way to our Goal Race?

4 – How you might need to demonstrate **resilience** when faced with difficulties in other areas of your life?



TEACHER HANDBOOK

RESILIENCE (TEACHING POINTS)

MALALA YOUSAFZAI ACTIVITIES

Location: Student Booklet, pages 19-21.

Additional resources:

https://therunbeyondproject.com/teaching_resources/ - Resilience PDF and PowerPoint

<https://www.youtube.com/watch?v=CXvs1vwiDOM> – This video focuses on the shooting and survival of Malala Yousafzai – not so much on her activism after this.

Purpose: To provide an example of a resilient individual – particularly one who used her circumstances as a springboard to advocate for people without a powerful voice.

Teaching notes:

Prior to reading Malala’s story, introduce the concept of resilience with the students using the pdf or PowerPoint linked to in the “Additional resources” section above. Additionally, perhaps watch the video above.

Read through the Malala’s story with the students. Discuss concept of resilience and discuss why this is important within the context of the Goal Race, and how the concept can be applied ‘beyond’ the field of running.

Additionally, this story is amenable to linking to discussions of how students can contribute to the communities to which they belong.



MALALA YOUSAFZAI

Instructions: Read the article below and answer the following questions.

Adapted from: <https://tinyurl.com/beyondmyspeech>

Malala Yousafzai (b 12 / 01 / 1997) is a Pakistani advocate (promoter) for female education, and the youngest Nobel Prize laureate (winner). She was raised in a family that ran a number of schools and enjoyed attending school. This suddenly became difficult when The Taliban took control of the region in which she lived. They forbade females from attending school. The young Malala spoke out against this Taliban ruling in a blog and in media interviews. She was shot by the Taliban, but survived. Now she continues to fight for the rights of women all around the world to receive an education. Much of the below is taken from her Nobel Lecture in 2014:



“Education is one of the blessings of life ... In my home in Swat Valley, in the north of Pakistan, I always loved school and learning new things. I remember when my friends and I would decorate our hands with henna for special occasions. Instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education because our future was right there in that classroom. We would sit and read and learn together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could excel in our studies and achieve things, which some people think only boys can.

Things did not remain the same. When I was ten, Swat, which was a place of beauty and tourism, suddenly changed into a place of terrorism. More than 400 schools were destroyed. Girls were stopped from going to school. Women were flogged. Innocent people were killed. We all suffered. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime. Girls were stopped from going to school.

But when my world suddenly changed, my priorities changed too.

I had two options, one was to remain silent and wait to be killed. And the second was to speak up and then be killed. I chose the second one. I decided to speak up.

We could not just stand by and see those injustices of the terrorists denying our rights, ruthlessly killing people and misusing the name of Islam. We decided to raise our voice and tell them: Have you not learnt, have you not learnt that in the Holy Quran Allah says: if you kill one person it is as if you kill all of humanity?



The terrorists tried to stop us and attacked me and my friends on 9th October 2012, but their bullets could not win.

We survived. And since that day, our voices have only grown louder.

...

Sometimes people like to ask me why should girls go to school, why is it important for them. But I think the more important question is why shouldn't they? Why shouldn't they have this right to go to school?

Dear sisters and brothers, today, in half of the world, we see rapid progress and development. However, there are many countries where millions still suffer from the very old problems of war, poverty and injustice.

We still see conflicts in which innocent people lose their lives and children become orphans. We see many people becoming refugees in Syria, Gaza and Iraq. In Afghanistan, we see families being killed in suicide attacks and bomb blasts.

Many children in Africa do not have access to education because of poverty...we still see girls who have no freedom to go to school in the north of Nigeria.

Many children in countries like Pakistan and India ... are deprived of their right to education because of social taboos, or they have been forced into child marriage or into child labour.

One of my very good school friends, the same age as me, who had always been a bold and confident girl, dreamed of becoming a doctor. But her dream remained a dream. At the age of 12, she was forced to get married. And then soon she had a son. She had a child when she herself was still a child—only 14.

I know that she could have been a very good doctor.

But she couldn't . . . because she was a girl.

Her story is why I dedicate the Nobel Peace Prize money ... to help give girls quality education, everywhere, anywhere in the world and to raise their voices.

In my own village, there is still no secondary school for girls. And it is my wish and my commitment, and now my challenge to build one so that my friends and my sisters can go to school there and get a quality education and get this opportunity to fulfil their dreams.

This is where I will begin, but it is not where I will stop. I will continue this fight until I see every child in school.



Malala Yousafzai Speech Questions:

Answer the below questions about resilience. Use the Malala Yousafzai article to help you.

1 – Explain in your words what is meant by the term **resilience**.

2 – How did Malala demonstrate resilience?

3 – How might we need to demonstrate resilience on the way to our Goal Race?

4 – How you might need to demonstrate resilience when faced with difficulties in other areas of your life? Can your resilience ever help others?



TEACHER HANDBOOK

RESILIENCE (TEACHING POINTS)

RESILIENCE & SELF WORTH STUDENT ACTIVITIES

Location: Student Booklet, pages 22-23

Purpose: To develop an appreciation in students that self-awareness of their own positive attributes can equip them to more effectively overcome adversity.

Teaching notes:

Commence with a discussion about the positive ramifications of appreciating our own self-worth, in terms of being better equipped to handle adversity. Also generate discussion about flow on effects in terms of our capacity to interact with our peers and community more effectively when we have a greater sense of self-worth.

Question one simply asks students to identify attributes by highlighting them. Have a dictionary or device handy to allow students to search for words which they are not familiar with. Provide assistance with definitions as required. Question 2 is an extension of this.

The third question requires more self-reflection from students and may require prompting and guiding questions from teachers. It may be useful to prompt with questions which relate to behaviours you have observed within the course of The Run Beyond Project thus far. Eg: "Tom, you've been the first one changed and ready for training every single week. Which trait do you think that demonstrates?I can think of one starting with R..." or "Jessica, you're always helping out with warm up exercises and you're constantly encouraging everyone else in the team. Is that the behaviour of a follower or a?"



RESILIENCE AND SELF WORTH

Those people who cope well with problems and bounce back are said to be resilient. Resilient people value themselves. They have a good **sense of self-worth**. In order to help you appreciate your own worth, have a look at the following positive attributes. Think about which ones apply to you.

Positive Character Traits					
Active	Adventurous	Affectionate	Ambitious	Attentive	Bold
Brainy	Brave	Calm	Careful	Charming	Cheerful
Confident	Considerate	Cooperative	Courageous	Curious	Daring
Decisive	Dependable	Determined	Dutiful	Eager	Easygoing
Efficient	Encouraging	Energetic	Excited	Fair	Faithful
Fearless	Fierce	Funny	Gentle	Graceful	Grateful
Happy	Healthy	Helpful	Honest	Hopeful	Humorous
Imaginative	Independent	Industrious	Intelligent	Kind	Leader
Lively	Loving	Loyal	Mature	Obedient	Peaceful
Pleasant	Polite	Positive	Precise	Proud	Quick
Quiet	Reliable	Responsible	Satisfied	Serious	Smart
Thankful	Thoughtful	Tolerant	Trusting	Trustworthy	Warm
Wise					

Activities:

1 – Put a tick next to, or highlight, any words you think apply to you.

2 – For any words whose meaning you are not sure of, ask your teacher, or use a search engine (such as Google) or the dictionary to find a synonym which you do know. Write these words and their meanings or synonyms in the space below.

3 – Write down 3 words which most apply to you. In the space below, explain how you demonstrate these qualities.

Word 1

Word 2

Word 3



TEACHER HANDBOOK

RESILIENCE (TEACHING POINTS)

RESILIENCE & BELONGING STUDENT ACTIVITIES

Location: Student Booklet, pages 24-25

Purpose: To develop an appreciation in students of the connection between resilience and belonging to teams, groups and communities.

Teaching notes:

Commence with a discussion about the positive ramifications of belonging and appreciating our peers and team mates, and how this has positive implications for our resilience and theirs.

Question one simply asks students to identify attributes of their teammates by highlighting them. Have a dictionary or device handy to allow students to search for words which they are not familiar with. Provide assistance with definitions as required.

Question 2 is an extension of this.

The third question requires more analysis by students of their teammates' qualities and capabilities. This may require some teacher assistance and prompting, which is often best provided out of earshot of the team mate in question. Eg: "Well I saw Jessica encouraging you and all the others when you finished your laps last week. She was cheering and congratulating all of you. She often volunteers to demonstrate the stretches when we're warming up too. What quality do you think that demonstrates?"



RESILIENCE & BELONGING

Those people who cope well with problems and bounce back are said to be resilient. Resilient people have good relationships with others and feel part of a community or group. They have a good **sense of belonging**. In order to help you develop a sense of belonging, have a look at the following positive attributes. Think about which ones apply to your teammates.

Positive Character Traits					
Active	Adventurous	Affectionate	Ambitious	Attentive	Bold
Brainy	Brave	Calm	Careful	Charming	Cheerful
Confident	Considerate	Cooperative	Courageous	Curious	Daring
Decisive	Dependable	Determined	Dutiful	Eager	Easy going
Efficient	Encouraging	Energetic	Excited	Fair	Faithful
Fearless	Fierce	Funny	Gentle	Graceful	Grateful
Happy	Healthy	Helpful	Honest	Hopeful	Humorous
Imaginative	Independent	Industrious	Intelligent	Kind	Leader
Lively	Loving	Loyal	Mature	Obedient	Peaceful
Pleasant	Polite	Positive	Precise	Proud	Quick
Quiet	Reliable	Responsible	Satisfied	Serious	Smart
Thankful	Thoughtful	Tolerant	Trusting	Trustworthy	Warm
Wise					

Activities:

1 – Put a tick next to, or highlight, any words you think apply to your teammates. Put the initials of each team mate in the appropriate box, so it is clear which characteristic is related to which person.

2 – For any words whose meaning you are not sure of, ask your teacher, or use a search engine (such as Google) or the dictionary to find a synonym which you do know. Write these words and their meanings or synonyms in the space below.

3 – Write one word which most applies to each teammate. In the space below, explain how this person demonstrates these qualities.

Teammate 1 (name: _____)

Teammate 2 (name: _____)

Teammate 3 (name: _____)

Teammate 4 (name: _____)

Teammate 5 (name: _____)



TEACHER HANDBOOK

GROWTH MINDSET (TEACHING POINTS)

GROWTH MINDSET STUDENT ACTIVITIES

Location: Student Booklet, pages 26-27

Additional resources:

https://therunbeyondproject.com/teaching_resources/ - Growth Mindset PDF / PowerPoint.

Purpose: To introduce students to the idea of a Growth Mindset, and promote the idea that this mentality can help with the application of goal-setting, commitment and resilience skills acquired previously.

Teaching notes: The first five questions relate to how students have demonstrated the skills outlined in the PDF. Perhaps prompt students with examples of how they've demonstrated these within the course of the project and offer some suggestions as to areas beyond the scope of the project in which they may have demonstrated these skills. Eg: "We've all embraced the challenge of our Goal Race. We demonstrate this by turning up each week and working towards it. What other changes have you all embraced? Think about school work, sporting teams, finding a job, resolving conflicts, etc."

The final question relates the Growth Mindset skills to Goal Setting, Commitment and Resilience. This may be best brainstormed as a group.



GROWTH MINDSET



A Growth Mindset refers to the belief that talents can be improved by hard work and using feedback from others. It is opposed to a “Fixed Mindset”, which is the belief that our talents and abilities are fixed, and not changeable.

Activity:

Identify how you have demonstrated some of the various characteristics of a Growth Mindset.

1 - People with a growth mindset embrace challenges. I have embraced challenges by...

2 - People with a growth mindset persist in the face of obstacles. I have persisted in the face of obstacles by...

3 - People with a growth mindset see effort as the path to mastery. I put in effort in attempt to master new skills when I...

4 - People with a growth mindset learn from criticism. I learnt from criticism when I...

5 - People with a growth mindset find lessons and inspiration in the success of others. I find lessons and inspiration in the success of others when I...

6 - Previously we've learnt about goal-setting, commitment and resilience. How do these relate to the 5 elements of the Growth Mindset which have been examined in the previous questions?



TEACHER HANDBOOK

SUCCESS (TEACHING POINTS)

SUCCESS STUDENT ACTIVITIES

Location: Student Booklet, pages 28-29.

Additional resources:

https://therunbeyondproject.com/teaching_resources/ - Success PDF / PowerPoint.

Purpose: To reinforce an understanding of the process of success being a prolonged one that involves goal-setting, commitment and resilience, and one which can be largely unappreciated by outside observers, but nevertheless rewarding.

Teaching notes: Generate discussion on the rewarding nature of success as the presentation is completed. This activity offers another opportunity to remind students that the goal of The Run Beyond Project is to promote success in all fields of endeavour **beyond** the completion of the project.



Watch the presentation on Success.

Activity:

A person's success is often seen only by others when that person achieves a goal. We see an athlete win a gold medal for example, and view that as success. What we don't see is all the training over many years that has been put in to get to that point. We also don't see the disappointments along the way, such as injuries, poor results and other impacts on the athlete's personal life.

Think about what success means to you and how you would you like to succeed in future.

What will your success look like?

What hard work, dedication, persistence and good habits are required for you to get there? What sacrifices will you have to make? What failures and disappointments may happen along the way?

Map your responses on the iceberg on the next page. Use the extra lines below the image too, if required.

Success is an iceberg

WHAT PEOPLE WILL SEE WHEN YOU SUCCEED

YOUR SUCCESS

WHAT PEOPLE WON'T SEE

Persistence



Dedication



Failure



Hard work



Sacrifice



Good habits



Disappointment





TEACHER HANDBOOK

COMMUNITY (TEACHING POINTS)

COMMUNITY STUDENT ACTIVITIES

Location: Student Booklet, pages 30-31.

Additional resources:

https://therunbeyondproject.com/teaching_resources/ - Community PDF / PowerPoint

Purpose: To foster awareness of the importance of communities and belonging, how communities help individuals pursuing their individual goals and how individuals can contribute to the communities to which they belong.

Teaching notes:

Question 1 asks students to identify communities they belong to and how those communities have helped them. Use The Running Community as an example and encourage the students to consider other communities to which they belong.

Question 2 is designed to prompt students to consider their capacity to contribute and to use the skills learnt throughout the project to do so.

Question 3 offers a chance to put this in to practice within the context of the parkrun community, supported by you within the context of this project.



TEACHER HANDBOOK

COMMUNITY



Watch the presentation on Community.

Questions:

Question 1: Write down some communities that you belong to, and how they've helped you.

Question 2: Write down some communities that you belong to, and how you've helped them. If you haven't made a contribution yet, what could you do in the near future?

Question 3: Parkrun is an example of an organization that welcomes people and provides them with a sense of belonging to the running community. The Run Beyond Project encourages participants to contribute to the communities that help us. What can you do to contribute to the parkrun community?





TEACHER HANDBOOK

BEYOND THE
FINISH LINE

BEYOND THE FINISH LINE STUDENT ACTIVITIES

Location: Student Booklet, page 32.

Purpose: To prompt students to reflect on the overall purpose of The Project and their ability to apply skills beyond the completion of this project and beyond the context of running.

Teaching notes:

This activity is suited to completion in the final session before the Goal Race or while on the Goal Race excursion, perhaps the evening before the event as a 'pre-brief' activity.

