



STUDENT BOOKLET



Looking for a challenge?
You're in the right place!

We're glad to have you join our brave band of students as you embark on a program that uses running to develop important life skills which will empower you to take on the world!



STUDENT BOOKLET

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INTRODUCTION

Hello. We are very pleased to have you joining us at The Run Beyond Project. We're glad to have you as part of our team and we're excited to be supporting you as you work through the program to achieve the lofty goals you set. We hope you find this process fun, challenging and rewarding. Before we begin, we'd like to briefly introduce the project.

Why Run Beyond?

If there's one thing we'd like to stress from the outset, it is that The Run Beyond Project is 'more' than a running club. We've deliberately chosen our name because it's our goal for you to take the skills you learn with us and apply them **beyond** the completion of this project and **beyond** field of running.

Having said that, we hope you like running too! We hope you gain friends and fitness, have fun and have to strive and struggle a little bit. After all, if you don't struggle a little bit, you're probably not aiming high enough!

You'll work towards completing a Goal Race at the end of the program. You'll do the necessary physical training to prepare yourself for this. You'll develop some **personal and social capabilities** which will help you as you work towards this Goal Race and which you'll hopefully be able to apply in numerous contexts in the future.

These capabilities will enable you to set, work towards, and achieve goals. They'll help to cope when things don't go to plan. And they'll help you support others and contribute to the various communities to which you belong.

What you can expect

As a participant in The Run Beyond Project, these are the things you can expect:

- Weekly sessions with your teacher, in a safe, supportive, small group environment.
- A Goal Race to work towards.
- Activities designed to equip you with capabilities that will help you towards your goal race and beyond.
- A free, professionally-fitted pair of running shoes to ensure you've got the right tools for the job.
- A Run Beyond t-shirt and singlet to identify you as an important part of our team.
- To be challenged.
- To have fun.
- A Graduation Certificate upon the completion of the project and your Goal Race.
- To be Empowered!

What we expect

As a participant in The Run Beyond Project, we expect the following from you:

- A commitment to attend all training sessions. (90% attendance is required for graduation).
- The completion of all physical sessions as required and all theoretical sessions and set tasks.
- To respect and support your Run Beyond teammates and teacher(s).
- To represent The Run Beyond Project in an appropriate manner at all times. You are a representative of Run Beyond and should always represent us in such a manner that makes us proud!



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WELCOME

Welcome to The Run Beyond Project! You're part of a special group who are going to achieve something amazing! Below are a few questions to help get you thinking about this project.

THE PROJECT

1 – What do you understand this project to be about?

2 – What made you want to be involved in this project?

3 – What **capabilities** do you hope to develop in this project?

THE TERMS

4 – What are **Goals**? Do you have any? If so, give an example.

5 – What is **Commitment**? Do you have this? If so, give an example.

6 – What is **Resilience**? Do you have this? If so, give an example.

THE GOAL RACE

7 – When is your Goal Race at the end of this project and what is its length?

8 – How many weeks is that from now?

9 – How confident do you feel about completing this event?

YOU

10 – What is the longest distance you have ever run?

11 – What is the hardest thing you have ever done?

12 – Do you have any more thoughts about being involved in the project?

Welcome to The Run Beyond Project!





GOAL SETTING

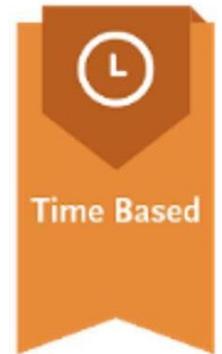
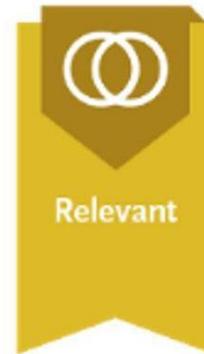
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MAKING GOALS SMART

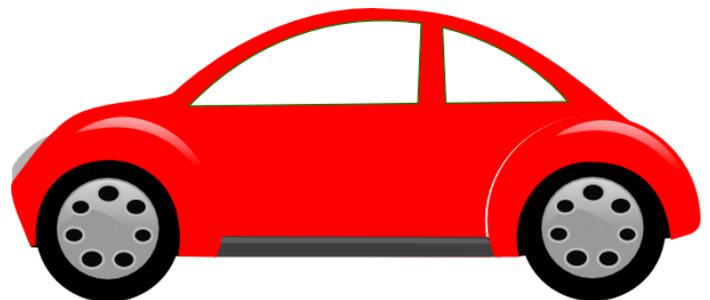
Before commencing this activity, your teacher will discuss the importance of **goal setting** with you, and discuss the SMART goal concept in some detail.

Making Goals SMART 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 SMART.

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
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Reword Zena’s goal to make it SMART. 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
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Reword Mohammad’s goal to make it SMART. 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
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Reword Sally’s goal to make it SMART. 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
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Revise James’ goal to make it SMART. Focus on including the elements of SMART not circled above.



GOAL SETTING



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.

Setting SMART Goals 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:





STUDENT BOOKLET

COMMITMENT



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 your **commitment** to these activities?



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.

The Hare and the Tortoise 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?



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COMMITMENT

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?



STUDENT BOOKLET

RESILIENCE

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."



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RESILIENCE

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?



STUDENT BOOKLET

RESILIENCE

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.



STUDENT BOOKLET

RESILIENCE

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?



STUDENT BOOKLET

RESILIENCE

RESILIENCE & 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					

Resilience and Self Worth Activities and Questions:

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 _____



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 team mates.

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					

Resilience and Belonging Activities and Questions:

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: _____)



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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.



Growth Mindset 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?



Watch the presentation on **Success**.

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





STUDENT BOOKLET

COMMUNITY



Watch the presentation on **Community**.

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**?





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BEYOND THE FINISH LINE

This brings us to the conclusion of this booklet. Take some time now to consider what you've discussed throughout this project and how those ideas can influence decisions you make **beyond** the finish line of your goal race, and **beyond** the context of running.

1 – Name a goal that you have, **beyond** the completion of this project.

2 – What do you need to do to **commit** to this goal?

3 – What obstacles might stand in the way of this goal? How will you need to be **resilient** in the face of these obstacles?

Lastly, we'd like you to think about the idea of **community**. Being a part of this project means you're an important part of The Run Beyond **community**.

4 - **Beyond** this project, how can you be a positive contributor to any **community** to which you belong?

