



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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STUDENT BOOKLET

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 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 learn some skills 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. The three skills we'll focus on most prominently are **Goal Setting**, **Commitment** and **Resilience**.

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.
- Lesson plans designed to equip you with skills 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.

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 public training sessions and events.



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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 – Why do you want to be involved in this project?

3 – What **skills** 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 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!





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GOAL SETTING



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

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



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?

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

4 – 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

NELSON MANDELA

Nelson Mandela was a civil rights leader in South Africa. He fought against the white government and its system of apartheid. Apartheid means that non-white citizens did not have equal rights and were treated very badly. Although Nelson Mandela spent a lot of his life in prison for his protests, he became a symbol for his people and he eventually became President of South Africa.

Nelson Mandela was a leader in the African National Congress (ANC). At first he wanted protesters to use non-violence. However, he started to think this would not work, so he started an

organisation entitled Umkhonto we Sizwe, or "Spear of the Nation", which planned bombings such as 1961's attacks on power stations and government buildings in Port Elizabeth, Durban and Johannesburg. The South African government called Nelson Mandela a terrorist and sent him to prison.

Mandela spent 27 years in prison. This brought worldwide attention to the problem of apartheid. The government finally released Mandela from prison in 1990. Once released from prison, Nelson continued to fight to end apartheid. In 1994 he won the election and became president of South Africa, with the official laws ending in 1991.



Adapted from http://www.ducksters.com/biography/nelson_mandela.php

Nelson Mandela's Quote on Commitment

I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended. -- Nelson Mandela

Questions:

1 - How did Nelson Mandela demonstrate **commitment**? What can we learn from this?

2 - Consider the quote at the bottom of the previous page. Mandela says “*But I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended.*” Do you agree that with freedom comes responsibilities? In what ways do you have responsibilities to make various commitments?



STUDENT BOOKLET

RESILIENCE

Instructions: Read the article below and answer the questions on page 18.

THE MELBOURNE TEENAGER GOING TO SCHOOL WHILE LIVING UNDER A BRIDGE

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.

It hangs here in the gloom cast by a small road bridge in inner-Melbourne, where a collection of flimsy tents, a dusty mattress and a camp stove are tucked away from public view.



The white drycleaner suit bag has been lashed to a concrete beam, where it sways above the dirt floor of the squat.

It is a surprising item that says something important about the aspirations of its owner.

She's been homeless in Melbourne for almost three years, but Alicia*, 19, is studying Year 11 at RMIT University.

Not many high school students start their day at a soup kitchen. But Alicia does.

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 RMIT's Melbourne campus, which offers Year 11 and 12 subjects.

Unlike a traditional high school, the students who attend RMIT do not have to take part in extracurricular activities or subject themselves to long, boring assemblies with the school principal.

Most of Alicia's school work is done in class, otherwise she will go to the State Library, Youth Projects homeless service, or study alongside her tent by lamplight. 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."

In recent months she has been taken under the wing of Youth Projects chair Melanie Raymond, who was shocked to find Alicia in a drop-in centre doing homework among a throng of homeless men one afternoon.



"All she asked me for that night was a couple of highlighter pens, some folders and some paperclips," Ms Raymond said.

Since that first meeting, Alicia has been helping Youth Projects establish a new youth advisory group. She also attended a women's leadership camp while living on the streets. Ms Raymond says Alicia is a young woman with "huge potential".

"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," she said.

But as the days march on and Alicia remains living under a bridge, she is statistically more likely to stay homeless and lose grip of her dream of a professional life. The rough-sleeping student is currently surviving on a budget of \$360 a fortnight, shared between four homeless people. "I always run out," she says. "I'm dead broke now."

Unbelievably, Ms Raymond said Alicia was recently told she was ineligible for a grant for financial assistance for "at-risk youth" to finish their education because she was already homeless.

Over the last seven months, Alicia and her friends have been camping in overgrown and tucked-away corners of the city. They constructed a shanty among giant weeds and a pair of willow trees on the edge of an unused industrial paddock in North Melbourne. Using liquid nails, they built their own "lounge room" and were in the process of adding a second bedroom to the hut when the site's owner discovered them.

They were literally chased away, threatened with trespass and Alicia was forced to leave her school books behind.

That day, they walked for hours until they finally found a new place to stay – a concrete bridge shelter alongside a creek a short distance from the CBD.

Protected on both sides by long grass and bushes, it is prime squatting real estate. Only dog walkers and the occasional graffiti tagger ever venture down the overgrown riverbank.

Sometimes Alicia and her boyfriend set up their camp chairs in the gentle winter sun and watch the ducks paddle along the slow brown creek.



It is at this almost-scenic location that it becomes easier to understand something about Alicia that will probably frustrate some who read this story.

In the past year, she turned down a number of offers to stay in youth refuges or share houses.

She says her previous experience of living in shelters with other young people escaping homelessness were so traumatic, she would rather live on the streets until she is able to get a unit of her own.

"I know it probably sounds pig-headed because it is a house," Alicia says. "But 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. There are always police at the door."

Alicia's current camp under the bridge is more of a home than the place she grew up, with parents who were not poor but refused to buy her new school shoes, even when the old ones had so many holes they had to be patched with silver duct tape.

She was just eight or nine years old when she first spent nights sleeping on the streets (often in a cabin of an old boat moored at a marina) seeking a temporary refuge from her violent family home.

And her tent is cosier than the peeling weatherboard cottage she stayed in with seven others in Brunswick, which was infested with rats and had an abandoned methamphetamine laboratory out the back.

And it is a world away from Southern Cross Station, where Alicia resided for more than a year when she first moved to Melbourne. She spent days flicking through the free newspapers discarded around the terminal, but could not stave off the crippling boredom.

"Pretty much every day was the same day. It was like there was no tomorrow," she says.

At night she would sleep at the station in the waiting room with the padded seats and heating, before a security guard would come and close the room after trains stopped running. She would then move to the bus terminal, where the seats were metal and the room often cold. Sometimes, the security guards would tell her "this train you're waiting for is never coming".

While living homeless, Alicia usually wears track pants or jeans and a woolly jumper. She wears little makeup and her brown hair is cut short, just below the ears, adding to the impression she is a bit of a tomboy.

But appearances can be deceiving.

The black two-piece suit that hangs in Alicia's riverside camp was donated to her about two months ago to use when she was invited to go on a business tour of the Melbourne Magistrates' Court – a day she was repeatedly mistaken for a lawyer.

Alicia may be no "girly girl", but she says she loves being able to get dolled up in her suit, heels and some costume jewellery.

It is the only time she does not feel homeless.

"It's an incredible difference. The way you're looked at is different," she says. "You feel so much better."

**Name has been changed at request of the subject.*

(Questions on page 18)



STUDENT BOOKLET

RESILIENCE

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

THE MELBOURNE TEENAGER GOING TO SCHOOL WHILE LIVING UNDER A BRIDGE (ABRIDGED VERSION)

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>

Alicia*, 19, has been homeless in Melbourne for almost 3 years, but is studying Year 11 at RMIT 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 RMIT's Melbourne campus, which offers Year 11 and 12 subjects.



Whatever work Alicia doesn't finish in class, she does at the State Library, Youth Projects homeless service, 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 Melanie Raymond from the Youth Projects organisation, who found her doing

homework among a group of homeless men one afternoon.

Since their first meeting, Alicia has worked in a leadership role with Youth Projects and has attended a women's leadership camp while living on the streets. Ms Raymond says Alicia is a young woman with "huge potential".

"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," she said.

Times are very difficult for Alicia. She is currently surviving on a budget of \$360 a fortnight, shared between four homeless people. "I'm dead broke now," she says.

She has set up her tent in a few locations and had to move when she's been kicked out by people who owned the land. Currently she lives under a bridge, alongside a creek a short distance from the city. Sometimes Alicia and her boyfriend set up their camp chairs in the gentle winter sun and watch the ducks paddle along the slow brown creek.

In the past year, Alicia has turned down offers to stay in youth refuges or share houses because of previous traumatic experiences in these. "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. There are always police at the door."

Alicia was just eight or nine years old when she first spent nights on the streets, seeking refuge from her violent family home.

She has also shared a small cottage with seven others, but this was infested with rats, so she prefers her tent. It is also more convenient than when she tried living at a station when she was often moved on in the middle of the night after the last trains, when the waiting room closed.

She often wears track pants or jeans and a woolly jumper. She wears little makeup and her brown hair is cut short, adding to the impression that she is a bit of a tomboy.

But appearances can be deceiving.

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 - a day she was repeatedly mistaken for a lawyer.

"It's an incredible difference. The way you're looked at is different," she says. "You feel so much better."

**Name has been changed at request of the subject.*



STUDENT BOOKLET

RESILIENCE

Questions:

Answer the below questions about resilience.

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 – What can Alicia's story teach people about how to react to obstacles in life?



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 | | | | | |

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 _____



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 | | | | | |

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: _____)



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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.



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.

Activity:

Write a few paragraphs that outline how you would like to see yourself being successful in the future. Write about what people will see and all of the things they won't see. Write about how you'll have to be persistent, overcome failure, make sacrifices, deal with disappointment, dedicate yourself, work hard and form good habits.



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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?





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NOTES

