

**Classroom organisation**

**Keeping a Bounce Back! journal**

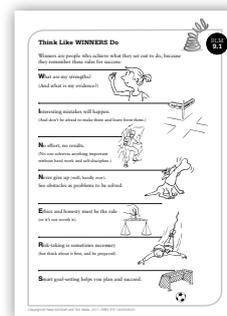
Throughout this unit there are many opportunities for students to use their Bounce Back! journal to reflect on their own actions and self-knowledge, to record their goals, progress, challenges, strengths and limitations; and to reflect on the unit’s key messages.



**Circle Time or Class Discussion: Think like WINNERS do!**

Start by telling the students a story about a time when you set a goal for yourself that was new or challenging for you to do (e.g. getting your degree, applying for a promotion, saving to buy a home or travel overseas). Talk about how you set your goal, made a plan, really challenged yourself to do something that was new or difficult for you, took a risk, utilised your strengths, made a mistake or two but persisted and worked hard and didn’t give up when you encountered obstacles. Emphasise that at times you felt frustrated and maybe nervous along the way, but also stress how pleased and satisfied you felt when you succeeded.

Ask students to discuss with a partner one thing that they have learned to do that was really challenging or hard for them to do (e.g. saving for something, producing a multimedia class presentation, presenting at a school assembly, preparing a peer support lesson). Ask a few students to share their challenge and then introduce the WINNERS acronym using the WINNERS e-tool (and **BLM 9.1: Think Like WINNERS Do**). Briefly discuss what each statement means and relate each idea to what students have already discussed.



‘WINNERS’ is an acronym to help students to remember the behaviours that lead to successful goal achievement, self-respect and self-confidence.

Everyone can be a winner if you follow the WINNERS statements. The important messages about thinking like a winner are:

- ⊙ **What are your strengths? (And what is your evidence?)**
  - Ask: ‘What’s a strength?’ (A strength is something that you are very good at.) **We all have character strengths** (e.g. being kind, generous or brave); as well as **ability strengths** (e.g. being very good at reading, writing, drawing and painting, sport, music, maths, science; understanding other people or understanding nature). Discuss how someone could look for evidence about what they are good at.
- ⊙ **Interesting mistakes will happen (so don’t be afraid to make them and learn from them).**
  - Ask: **What do we mean by interesting mistakes will happen?** (You might learn interesting things from your mistakes that you aren’t aware of or you didn’t realise that you needed to know about.) **Why should you not be afraid to make them?** (Because making mistakes is one of the ways that everybody learns. It’s normal. If you are fearful of making a mistake you won’t have enough confidence to ‘have a go’.)
- ⊙ **No effort, no results.**
  - **Why is it important to put in effort?** (Effort means trying hard, working hard and being organised and self-disciplined: if we do this we are more likely to succeed in achieving our goals)
- ⊙ **Never give up (well, hardly ever). See obstacles as problems to be solved.**
  - **Why is it important not to give up?** (You have less chance of achieving your goal; You might be very close to doing it and not realise it; if you persist you might find some better ways to do what you are trying to do)

- ◎ **Ethics and honesty must be the rule (or it's not worth it).**
  - **What does ethical behaviour mean?** (it means identifying right from wrong and acting in accord with your values) **Why is it important to be ethical and honest when you're working on a goal?** (so that you have some self-respect and a good reputation and others don't see you as untrustworthy and a cheat)
- ◎ **Risk-taking is sometimes necessary. (But think about it first, and be prepared.)**
  - **Ask: Can anyone describe a time when they challenged themselves and set a goal that was a bit scary or risky?** (Cross-refer to Unit 3: Courage, and discourage foolhardy thinking.) **What was the risk?** (e.g. failure, making a mistake, embarrassment, discomfort, rejection) **Why would you need to think about it first and be prepared?** (Discourage an over-focus on risk only as physical risks, such as diving, snowboarding etc.)
- ◎ **Smart goal-setting helps you plan and succeed.**
  - **Ask: What is a goal?** (A goal is something you want to achieve, such as learn how to make a DVD, be able to solve a complex type of maths problem, solve a conflict with a friend, save up for a computer game, be an exchange student, be selected to be in the school musical.)
  - **Ask: What is a 'plan'?** (A plan consists of the SMART steps you need to take to achieve your goal.)

Stress that learning and remembering the WINNERS statements will help students to be more successful in achieving their goals.



### Follow-up activities

#### WINNERS cloze activity

Use the WINNERS e-activity with the class.

#### Wallet card/fridge magnet/poster

Students make a wallet card, fridge magnet (see the **Handbook**, page 104) or poster based on the WINNERS acronym (BLM 9.1).

#### Mobiles

Students make WINNERS class mobiles based on the WINNERS acronym (BLM 9.1).

#### TEAM Coaching

Use the TEAM Coaching strategy (see the **Handbook**, page 97) with the statements in the WINNERS acronym.



### Circle Time or Class Discussion: Smart goal-setting helps you plan and succeed

Introduce the topic of goal achievement by reading one of the following books and discussing the goal(s) achieved by the main character. Did they have a clear and specific goal? Did they work hard? Did they persist and not give up? Also consider playing and analysing the song used in the Opening Ceremony of the Sydney 2000 Olympics, 'Dare to Dream'.

Use the Bundling strategy (see the **Handbook**, page 91) and ask students to list four possible goals for students their age. Each group then reads out their bundles (or categories); then show the WINNERS e-tool again and refer to the seventh WINNERS statement: Smart goal-setting helps you plan and succeed.

Discussion questions:

- ◎ **What is a goal?** (something specific you want to achieve or make happen; an aim or purpose; a plan; can be short-term or long-term; e.g. to improve your surfing and win a surfing competition;