

# Jigsaw

Putting our life together one piece at a time



A multi media event that will challenge and inspire



[www.motivationalmedia.org.au](http://www.motivationalmedia.org.au)

# JIGSAW

At times, life seems like a difficult jigsaw. We have some idea of what we want our life to be, but with so many choices to make and so much conflicting information to process, we don't know which way to turn. Having the life we want doesn't happen by chance. Each aspect of our life contributes to the full picture. We need to carefully decide which ones will add to the result we want and which ones will lead to results that will disappoint.

**Having a Vision** Completing a jigsaw without knowing what the final picture looks like is not an easy task. Yet many of us have no concept of the type of life we want to lead and just hope that things will turn out okay in the end. Life's puzzle won't magically put itself together. At some point we need to take charge and that means deciding where we want to go. This could include choosing the right friends, learning new skills and planning specifically for the future we want.

**Knowing Ourselves** Each of us is unique. We all have our own strengths and weaknesses. We need to recognise each aspect that makes us who we are. By knowing our strengths and believing in our own ability, we can more effectively pursue our dreams and goals. By knowing our weaknesses we can prepare for the challenges ahead and work on self-improvement. Knowing ourselves serves to equip us for the puzzle of life ahead, the challenges it presents and ultimately brings us closer to fulfilling our dreams.

**Being part of a community** Accepting that we are part of a community gives us strength as we allow others to help shape who we are to become. It also allows us to contribute to the bigger picture as we inspire others to be the best they can be.

**Making Good Decisions** Every now and then we'll hear of ways to make a quick dollar, be more popular, or do better at exams. However, instant results that are built on risky or irresponsible behaviour will lead to situations that end in disaster. Substance abuse and poor relationships can lead to circumstances that limit the scope of our future. We need to ensure that in working towards our dreams, each step is built on solid decisions that reflect our values and where we want to be. Having a framework can help to keep us focused on what we want to achieve.

**Overcoming difficulties** At times it may seem that the jigsaw of life is just too hard and we lose sight of our goals. The future we want to create may be shaped by ill health, disappointments and even failures. At these times it is even more important to look at the positive aspects of our life, persevere, work hard at what we can change and move forward. It is also important to surround ourselves with friends and family who share our dreams, want the best for us, and help to put the pieces of our life together.

Life can sometimes be confusing. It often seems that things that happen in our life make no sense and even move us further away from our dreams. However, by ensuring that we understand our goals, make plans to achieve them and surround ourselves with supportive people, we can make sense of the jigsaw of life.

**Motivational Media Assemblies Australia Limited**  
455 The Esplanade, Manly 4179, Queensland Australia  
PO Box 5061, Manly, Q 4179 Phone: 07 3893 2833 Fax: 07 3348 4033 ABN 59 011 046 772

Copyright© 2015 MMA

## Credits

### Narrator

**Elena Wangurra** is a young Indigenous Australian who grew up on the Gove Peninsula in the Northern Territory.

### Stories

**Luke Watt** is a young speed car driver who has not let his disability stop him from enjoying life and pushing himself to achieve his dreams.

**Jacqueline Freney (2014 Young Australian of the Year)** is a Paralympic swimming gold medallist who has become a role model for young people as she concentrates on what she can do rather than the limitations of her cerebral palsy.

**Nicole Gibson** overcame her own negative self-image and anorexia nervosa and set up The Rogue and Rouge Foundation to counter the stigma associated with mental health, and to assist young people access mental health services.

**Akram Azimi (2013 Young Australian of the Year)** was a young Afghani refugee whose ethnic background and lack of English saw him subjected to bullying which led to self doubt. The belief that one school teacher had in him allowed him to overcome negative thoughts and reach out and help other people.

**Sam Howe** suffered terrible brain injuries whilst being a passenger in a car which rolled 3 times after a long night celebrating St Patrick's Day. Join him in his journey from the initial accident, on the road to recovery and to his life today.

### Prose

Prince EA – **Can We Auto-Correct Humanity?** Ryan Porter – **Kids These Days**

### Music

You Me At Six – **Room to Breathe** Linkin Park – **Castle of Grass** The Script – **Superheroes** Coldplay – **God Put A Smile Upon Your Face** Ellie Goulding – **Burn** Foo Fighters – **My Hero** Echosmith – **Cool Kids** Shawn McDonald – **Hope Is Right Here** Katy Perry – **Roar** Colbie Caillat – **Try** U2 – **The Troubles** Hillsong United – **Oceans** Jose Gonzales – **Heartbeats** The Temper Trap – **Trembling Hands** Birds of Tokyo – **Lanterns** The Madden Brothers – **We Are Done** Coldplay – **A Sky Full of Stars** Jose Gonzalez – **Step Out** Nickelback – **What Are You Waiting For?**

### Resource Guide

The Resource Guide was compiled by:  
Byron McIntosh, Bachelor of Education  
Christina McIntosh, Bachelor of Arts, Master of Social Planning and Development, Graduate Certificate of Management

<b>Contents</b>		
	<i>To the teacher</i>	<b>4</b>
	<i>Start thinking</i>	<b>6</b>
	<i>Having a Vision</i>	<b>10</b>
	<i>Knowing ourselves</i>	<b>15</b>
	<i>Being part of a community</i>	<b>20</b>
	<i>Making good decisions</i>	<b>23</b>
	<i>Overcoming difficulties</i>	<b>26</b>
	<i>Feedback Form</i>	<b>31</b>
	<i>Set-Up Options</i>	<b>32</b>

Motivational Media acknowledges the financial assistance of its sponsors. Without this assistance it would not be possible to bring this educational resource to your school.

We share your commitment to helping young people develop skills that will enable them to lead healthy, productive lives and trust that you will find **JIGSAW** a valuable addition to your existing school programs.

## To the teacher

### *To the teacher*

This resource guide contains teaching ideas designed to complement Motivational Media's assembly program for 2015, **JIGSAW**.

**JIGSAW** is a presentation that contains powerful images and messages about the value of planning for our lives and making good choices in relationships with others. The songs, stories and comments in the presentation focus on the influence that we as individuals have on those around us.

The **JIGSAW** presentation and lesson ideas within this guide will complement your school's Health and Physical Education, Human Relationships Education, Personal Development or Religious Education programs.

In order to gain maximum benefit from this resource, it is strongly recommended that it be used in conjunction with an ongoing health, personal development, HRE and Life Skills, or Religious Education Program. It has been our experience that those schools which are able to make direct links between our program and their curriculum have a much better chance of achieving the goal of long term impact on the attitudes and behaviours of their students.

The teaching ideas provided in this resource require a classroom climate that is positive and supportive, where a level of trust has been established and students feel comfortable expressing thoughts and feelings without risk or fear of ridicule.

The **Start thinking** module provides suggestions for preparing students prior to the multi-media presentation. They are designed to raise an awareness of key concepts, establish a context and provide a purpose for the presentation.

The follow-up ideas are presented as suggested activities and worksheets designed to be integrated with existing class programs. The ideas are not sequential and require varying amounts of time. As such, the topics chosen for follow up, the number of ideas used, and the order in which they are presented, can be quite flexible.

### *Module topics*

Each module identifies learning outcomes and suggested lesson ideas. Use the activities provided to encourage students to reflect on and discuss the ideas on concepts in the **JIGSAW** presentation, and to maximise positive outcomes from the presentation.

### *Group work*

Many of the ideas in this resource guide utilise cooperative learning techniques and group work. When dividing your class into pairs or small groups, there are some basic methods that can be used:

- Students choose their partners
- Teacher allocates students according to factors such as gender or ability
- Students are grouped randomly

Some ideas for random groupings are listed below:

Find someone who:

- Is wearing the same kind of shoes as you
- Has the same first initial as you

Write on slips of paper and distribute randomly to all class members. Students form groups by finding others who 'match' them:

- Maths – equations that have the same answer
- Recipes – ingredients for well known foods (eg. milkshakes, hamburgers)

Determine group numbers and distribute:

- Smarties (find others with the same colour)
- Cut up pictures (find others to complete the jigsaw)

Please note...

As with all our presentations, some of the issues raised may be sensitive for some students. It is therefore important for teachers and counsellors to be aware of these issues prior to the presentation, so as to provide a supportive environment where students feel free to approach staff and discuss any concerns they may have.

## Module 1

### Start thinking

#### *Learning outcomes*

By the end of this module, students will be able to:

- Identify key themes and issues that could be raised in the presentation.
- Understand the analogy of the Jigsaw representing our lives.

#### **Lesson idea**

#### **JIGSAW**

#### *Aim*

- The purpose of this exercise is to introduce the concept of a jigsaw as an analogy for their lives.

#### *What to do*

- Write JIGSAW up on the board.
- Invite students to indicate whether they have ever completed a jigsaw puzzle (eg by raising their hands). Ask students for suggestions as to how they would describe/explain a jigsaw puzzle to someone who didn't know what one was. An example may be, "many small pieces that fit together to make a picture".
- Explain to students that they will soon be watching a presentation called **JIGSAW** that will challenge them to make positive life decisions using the analogy (example) of a jigsaw.
- Invite students to think about what a jigsaw puzzle is, how they go about tackling a jigsaw puzzle, and why this example may have been chosen as the basis for the presentation. Examples may include:
  - Jigsaws are made of lots of different pieces, just like our lives (home, family, school, work, hobbies etc)
  - Jigsaws are easier to do if we know what the finished picture will be, just as our lives are improved by having a clear direction
  - We can't finish a jigsaw if some of the pieces are missing just as our lives are unbalanced if we only focus on one aspect.
  - It is easier to complete a jigsaw if we concentrate on the framework first (corners, borders); just as we need to give priority to the important things in our lives.
  - Jigsaws are hard to do if we are distracted or unable to focus. The wrong friends and using drugs and alcohol can distract us from making good life decisions.

### **Lesson idea**

### **Messages**

#### *Aim*

- The purpose of this exercise is to introduce students to some of the key themes and messages that will be presented in **JIGSAW**.

#### *What to do*

- Tell students that they are going to see a presentation called **JIGSAW**.
- Ask students to give some suggestions about what they think some of the issues or themes that may be presented in **JIGSAW**. Some suggestions are provided on the **Worksheet Messages**.
- Cut out the issues presented on **Worksheet Messages**. Distribute the issues to students and ask them to look out for their issues in the presentation, and be prepared to report back to the rest of the class after the presentation.

### **Lesson idea**

### **Review (after the JIGSAW presentation)**

#### *Aim*

- The purpose of this exercise is to refresh students' memories about the stories presented in **JIGSAW**, and to get them to start to think about the key messages.

#### *What to do*

- Using the **Worksheet Review**, ask students to recall the stories from the presentation and identify some of the ways the people showcased in **JIGSAW** tackled the jigsaw of life.
- NB this exercise can either be done with the whole class, and the teacher can record responses on a **Review** using a projector, or in small groups or as individuals.



## Messages

Photocopy sheet and cut into pieces.

Think about how you can do it, not how you can't	Life is a jigsaw
Make an effort	One bad decision can have a lifetime impact
Set a goal and go for it	Step up to the challenge
Find a balance	Hard work pays off
Work with what you've got	Take inspiration from others
One person can change the lives of many	Do what you love
Connect with others	We can all make a difference
Make good choices	Life can be tough
Use your skills	A positive attitude is very powerful
Step outside your comfort zone	We can all achieve great things
Don't be limited by what others think	Make the most of opportunities
Believe in yourself	Be an inspiration to others
Everyone should be valued	Words can hurt
Treat others as you would like to be treated	Drugs and alcohol make it harder to make good decisions

**Review**

**Luke**  
**(speed car driver born with no legs)**  
Tackled life's jigsaw by...

---

---

---

---

**Nicole**  
**(set up mental health support organisation)**  
Tackled life's jigsaw by...

---

---

---

---

**Jacqueline**  
**(swimmer with cerebral palsy)**  
Tackled life's jigsaw by...

---

---

---

---

**Sam**  
**(suffered a brain injury after a night out)**  
Tackled life's jigsaw by...

---

---

---

---

**Akram**  
**(Afghani refuge)**  
Tackled life's jigsaw by...

---

---

---

---

## Module 2

# Having a Vision

***Completing a jigsaw without knowing what the final picture looks like is not an easy task. Yet many of us have no concept of the type of life we want to lead and just hope that things will turn out okay in the end. Life's puzzle won't magically put itself together. At some point we need to take charge and that means deciding where we want to go. This could include choosing the right friends, learning new skills and planning specifically for the future we want.***

### *Learning outcomes*

By the end of this module, students will be able to:

- Appreciate the importance of having a vision in life
- Recognise that we will all have different visions in life
- Be able to formulate a plan to pursue our goals

### ***Lesson idea***

### ***Jigsaw puzzle***

#### *Aim*

- The purpose of this activity is to provide a practical demonstration of the difficulty of completing a jigsaw puzzle without knowing what the finished picture will look like and without the framework pieces.

#### *What to do*

- Break students into groups of 3-4 people.
- Using either actual puzzles, or images that you have printed and cut into pieces, distribute a jigsaw to each group. Prior to distributing, remove several pieces from each jigsaw including some of the corner/edge pieces. Do not provide students with the finished picture.
- Allow groups 5-10 minutes to work on their jigsaws. After this time invite students to comment on their progress. Are they finding it difficult or easy? What could help them to make better progress in completing their jigsaws?
- Distribute the missing pieces and allow students another 5-10 minutes to work on the jigsaw (they do not need to complete it).
- Invite students to comment on whether they found the jigsaw easier this time, and why this might be. Suggestions may include:
  - Had all the pieces
  - Knew what the end picture needed to look like.
- Highlight to students that our lives can be very similar to a jigsaw. Sometimes we will have wins, where the pieces just "fit together". We are, however, more likely to experience success if we have a clear vision of what it is we want to achieve/where we want to get and can be confident that we have all the pieces we need to achieve our success.
- Conclude the lesson by encouraging students to regularly reflect on what it is they want to get out of life – this simple act will bring them so much closer to achieving their dreams.

### **Lesson idea**

### **Success**

#### *Aim*

- The purpose of this activity is encourage students to reflect on what success in life looks like for them.

#### *What to do*

- Ask students to consider what they think “success” means. Write their responses on the board. Identify to students that understanding our own perception of success can help us to work out what sort of change or difference we want to make in their own lives.
- Distribute **Worksheet Success** and ask students to review Bessie Stanley’s quote and then complete Questions 1 and 2.
- Distribute **Worksheet Kids Today** which presents the transcript of Ryan Porter’s section of the **JIGSAW** presentation.
- Reflecting on both Bessie Stanley’s quote and Ryan Porter’s message, ask students to complete Question 3 by writing down what they consider a successful life to be.

### **Lesson idea**

### **Plan for success**

#### *Aim*

- The purpose of this activity is to remind students that once we have an idea of the picture we want to achieve with our life jigsaw, we need to develop our goals and a plan for how to achieve them.

#### *What to do*

- Invite students to share some of the dreams they may have in their lives (may be long or short term). Record these on the board.
- Remind students that our dreams are much more likely to become reality if we have SMART goals – ie goals that are Specific, Measurable, Achievable and have a clear Timeframe.
- Ask students to review the suggested goals and revise any that are not SMART. For example:
  - I want to do well in maths – I want to get a B+ on my next maths exam
  - I want to help animals more money – I want to raise \$1000 for RSPCA by the end of the year
- Talk to students about the importance of having a clear plan for how we reach our goals, particularly in helping us to keep going when we face setbacks.
- Distribute **Worksheet Plan for Success** to students and ask them to complete it based on one of their own goals. Invite students to share their plans with the rest of the class. You may like to review students’ progress in achieving their goals later in the school year.

# Success

“To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded.”

Bessie A Stanley, *Modern Women Magazine*, December 1905.

1. Bessie A Stanley’s thoughts on success were written over 100 years ago. Which words or phrases *do not* apply to young people in 2015?

---

---

---

---

2. Which words or phrases *do* apply to young people in 2015?

---

---

---

---

3. Think about Bessie Stanley’s ideas about success and Ryan Porter’s views on what young people today really want (see **Worksheet Kids these days**). Write down what *you* think success is.

---

---

---

---

---

---

## Kids these days

### Kids These Days

Kids these days

Man! Kids these days are so lazy!

They don't appreciate what they have.

Kids these days don't know what hard work is.

Kids these days don't even know what they want

Do you realise that there are people out there saying this stuff about us?

About you!

Well it's time.

It's time to start proving these people wrong.

These people who say that your generation is lazy,

That you don't appreciate hard work,

That you don't know what you want.

Man, are you kidding me!

You know exactly what you want!

You want change.

You want to be part of something that's bigger than you.

You wanna carve your own path.

You wanna live your life on your own terms.

You want to have an impact!

And you know who's going to do it?

Kids these days.

Kids these days are going to do it.

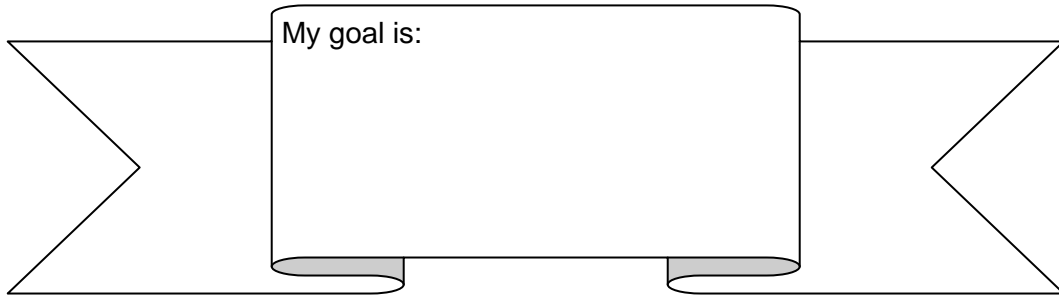
You are going to do it.

- Ryan Porter

# A Plan for Success

In order to tackle the jigsaw of life, we all need a plan. Complete the following to develop a plan to achieve your own goals.

My goal is:



Steps I will need to take to achieve this goal are:

---

---

---

---

---

In order to achieve this goal I may need to get help from:

---

---

---

Some challenges I might encounter in achieving this goal are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

My timeframe for achieving my goal is:

---

## Module 3

# Knowing ourselves

*Each of us is unique. We all have our own strengths and weaknesses. We need to recognise each aspect that makes us who we are. By knowing our strengths, we can more effectively pursue our dreams and goals. By knowing our weaknesses we can prepare for the challenges ahead and work on self-improvement. Knowing ourselves serves to equip us for the puzzle of life ahead, the challenges it presents and ultimately brings us closer to fulfilling our dreams.*

*Learning  
outcomes*

By the end of this module, students will be able to:

- Recognise the skills and strengths that they already have that will equip them to take on the jigsaw of life.
- Identify their own values and life priorities
- Develop strategies to overcome any gaps in their skills and knowledge.

### **Lesson idea**

#### **What's great about me?**

*Aim*

- The purpose of this activity is to encourage students to reflect on the skills and abilities they already have.

*What to do*

- Begin the class by facilitating a discussion about the different kinds of skills and abilities people can have. Encourage students to think about:
  - Academic skills (eg good at maths, writing, remembering things)
  - Social skills (eg good at making friends)
  - Leadership skills (eg able to harness other people to work together)
  - Sporting skills (eg swimming, ball skills)
  - Musical skills (eg singing, playing an instrument)
  - Emotional skills (eg resilience in the face of challenging events, self-confidence)
- Highlight to students that everyone has different types of skills that can be harnessed to help us tackle life's jigsaw.
- Distribute **Worksheet 5 My strengths and weaknesses**. Ask students to complete the sheet by selecting up to 5 strengths and weaknesses they currently have and identify ways to harness those qualities that are already well developed or enhance those qualities that can be considered weaknesses. You may like to provide students with information about support resources available to help them develop their skills either within the school or local community.

### **Lesson idea**

#### **Values and priorities**

*Aim*

- The purpose of this activity is to give students a chance to reflect on their own values and priorities and to recognise that we all have different values and priorities.



### *What to do*

- Lead a discussions with students by asking them to think about the connection between what we value and how we set our goals and make decisions.
- Discuss the relationship between values, priorities and goals.
- Distribute **Worksheet Values and Priorities** and ask the students to complete it individually. Inform them that you are going to ask them to talk to someone about the reasons for their choices.
- When students have completed the worksheet, pair them randomly and ask them to compare their responses for at least 4 items and discuss the reasons for their choices.
- Invite student pairs to share some of their discussion with the rest of the class. Some prompts may include:
  - Did you have the same response to any of the items?
  - If yes, were the reasons for your responses the same?
  - Did you have different responses to any of the items and what were the reasons for these choices?
- Conclude the lesson by highlighting to students that we will all make different choices in life, largely reflecting our own personal values and priorities.

### ***Lesson idea***

#### ***What do I have to offer?***

#### *Aim*

- The purpose of this activity is give students the opportunity to think about how they could use their own strengths to do something positive in their everyday lives.

#### *What to do*

- Present to students the idea that sometimes it is easy to think that we are just one person in a really big world – there is no way we will ever be able to have an impact.
- Remind students of Akram’s story and how the simple act of his teacher showing an interest in him made a huge difference to his confidence and attitude. Akram went on to be named young Australian of the year and raise \$80 million for polio vaccines.
- Remind students that everyday we have the opportunity to ask ourselves, “What do I have to offer?”. It is not just about doing great things that make an impact on the lives of many people; it is also about doing small things that have a positive impact on our everyday lives.
- Distribute **Worksheet What do I have to offer?** and ask students to complete it by thinking about what they could do to make a positive impact in each of the scenarios. Encourage students to think about how they would harness their own strengths to do this.
- Invite students to share their responses either with the whole class, in small groups or in pairs.
- Highlight to students the different ways people respond to situations depending on their own strengths and weaknesses.

## My strengths and weaknesses

My key areas of strength are...	My areas of strength can help me to...	I will work to apply my areas of strength by...
Good at talking to people	Make new friends	Talking to new people at school
My key areas of weakness are...	I need to develop my areas of weakness in order to...	I will work to develop my weaknesses by...
Maths	Get into engineering at uni.	Approaching a classmate for some tutoring.

## Values and priorities

Tick the relevant box on the list below to indicate whether you already do, would or wouldn't do the following.

	I do	I would	I wouldn't
Exercise regularly to keep fit.			
Work hard to save for something I want.			
Refuse a cigarette when it is offered.			
Eat carefully and try to avoid fat and sugar.			
Refuse a lift with someone who has been drinking alcohol.			
Eat breakfast every morning.			
Say "No" when I'm being pressured to do something I don't want to do.			
Ask someone I like to go out with me.			
Ask my parents for advice if I'm worried.			
Regularly participate in sport			
Worry about how I look.			
Enjoy going out with my family.			
Talk to a new student at school.			

Looking back at your responses, choose one item from each response category and use the following section to say why you do it/would do it/wouldn't do it.

I *do* \_\_\_\_\_ because \_\_\_\_\_.

I *would* \_\_\_\_\_ because \_\_\_\_\_.

I *wouldn't* \_\_\_\_\_ because \_\_\_\_\_.

## What do I have to offer?

Scenario	I can make a positive contribution by...
A friend's parents are splitting up.	
Local koala habitat is being replaced by a housing development.	
A friend is getting behind in school work.	
A school concert to raise money for charity is being organised.	
A friend is having a really bad time at home.	
A kid in your class is being bullied.	
You have seen a kid from school shop lifting.	
More committee members are needed to help organise the school formal.	
You have heard that the 40 Hour Famine is coming up.	

## Module 4

### Being part of a community

***Accepting that we are part of a community gives us strength as we allow others to help shape who we are to become. It also allows us to contribute to the bigger picture as we inspire others to be the best they can be.***

*Learning outcomes*

By the end of this module, students will be able to:

- Understand the impact that our actions can have on the people around us.
- Recognise the value of working with others to harness complementary skills and abilities.

***Lesson idea***

***Looks like, sounds like, feels like***

*Aim*

- The purpose of this activity is to encourage students to think about how the impacts of bullying behaviours.

*What to do*

- Ask people to reflect on the people featured in **JIGSAW**. Did any of them experience bullying behaviour? Examples might include:
  - Nicole who was told it was hopeless trying to pursue a musical career
  - Akram who was picked on because of his background.
- Highlight to students that often bullying does not involve physical violence, but can be much more subtle.
- Distribute **Worksheet Looks like, sounds like, feels like** and ask students (individually or in small groups) to complete sections 1 and 2 by identifying some examples of what bullying may look like (eg excluding someone from lunch group, rude gestures, pushing) and sound like (calling names, laughing at a person).
- Invite students to share some of their responses.
- Ask students to complete section 3 of the worksheet by identifying how a person being bullied may feel.
- Conclude the lesson by highlighting that the consequences of bullying can extend long beyond the day of the incident and can have long term physical and emotional impacts.

***Lesson idea***

***The Hare and the Tortoise***

*Aim*

- The purpose of this activity is to encourage students to recognise the complementary skills of others.

*What to do*

- Tell your students you are going to recount a story about a hare and a tortoise. Some of them may know the story, but ask them to be patient.
- Recount the story about the confident, self-assured young hare who teased the tortoise for being slow and plodding and issued a challenge, in the form of a race. They set off

and the hare streaked ahead, so confident of winning that he decided to take advantage of the beautiful weather and lie down in the field for a nap. Embellish the story with details of the tortoise's persistence and the hare's confidence. Of course, as we know the hare was just beaten over the finish line by the tortoise.

- Ask students to move to one side of the room if they think they are more like the hare – the other side of the room if they are more like the tortoise.
- Divide the “hares” and “tortoises” into groups of 4-5 and ask them to list, on large paper their own positive qualities (eg tortoises – persistent), and the negative qualities (or the qualities which annoy them) or the other group (eg hares – impulsive).
- Display the lists and discuss using the following prompts:
  - Do we at times display qualities of both the hare and the tortoise?
  - What would be the result if we were always a hare/tortoise?
  - If there was a job to be done, what might happen if all the people working on it were tortoises? What if they were hares?
  - What are the implications of this story when we are working alone (ie being aware of our own strengths and weaknesses)?
  - What are the implication of this story when working with others (ie combining strengths and being tolerant of others limitations).

**Looks like, sounds like, feels like**

Consider bullying behaviour. What does it look like, sound like, feel like?

1. Looks like...

2. Sounds like...

3. Feels like...

## Module 5

### Making good decisions

*Every now and then we'll hear of ways to make a quick dollar, be more popular or do better at exams. However, instant results that are built on risk or irresponsible behaviours will lead to situations that end in disaster. Substance abuse and poor relationships can lead to circumstances that limit the scope of our future. We need to ensure that in working towards our dream, each step is built on solid decisions that reflect our values and where we want to be. Having a framework can help to keep us focused on what we want to achieve.*

#### *Learning outcomes*

By the end of this module, students will be able to:

- Apply a useful decision making framework.
- Recognise the risks of allowing others to make decisions on our behalf.

#### **Lesson idea**

#### **Making good decisions**

#### *Aim*

- The purpose of this activity is to provide students with a framework for working through some of the significant decisions they will need to make in their lives.

#### *What to do*

- Brainstorm some examples of common decisions made by students. These may include simple, daily decisions (eg what to have for lunch, what to wear) or more significant decisions (what subjects to select for next year, whether to apply for a job).
- Highlight to students, that many “simple” decisions happen at an almost sub conscious level without too much thought processing.
- Encourage students to think about some of the more significant decisions they may face and invite suggestions as to what they can do to make the best decision possible.
- Distribute **Worksheet Decision Making** to students. Draw their attention to the decision making steps identified on the worksheet:
  - Identify decision
  - Gather information
  - Identify alternatives
  - Consider consequences
  - Decide
  - Act and evaluate
- Briefly discuss each of these steps and if possible, identify how some of the students’ suggestions as to how to approach decision making align with these 6 steps.
- Ask students to complete the worksheet (either individually or in pairs) using a decision relevant to themselves.
- Invite students to share their responses and lead a



discussion as to whether they think this decision making process is helpful. What might happen if one of the steps was missed out?

- Conclude the lesson by encouraging students to apply a robust decision making framework as they tackle life's jigsaw.

### ***Lesson idea***

### ***Living in the Dark***

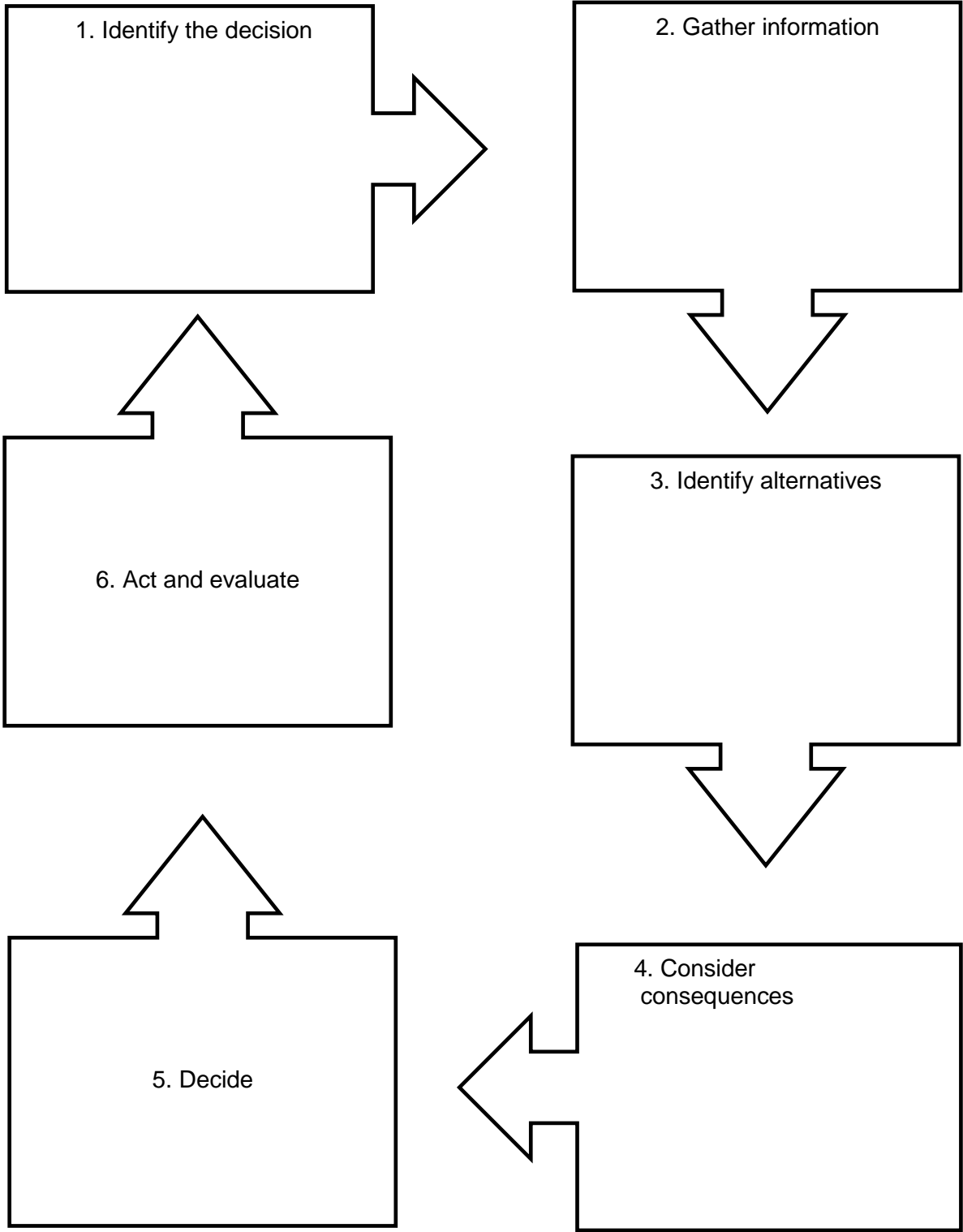
#### *Aim*

- The purpose of this activity is to highlight to students the risks of progressing through life without taking control of it ourselves.

#### *What to do*

- Before the lesson, plan a simple obstacle course either within the classroom or another accessible space. The obstacle course should be able to be easily marked (eg with arrows drawn on paper, sports markers etc). The course should involve needing to walk around some hazards, change directions etc.
- Explain to students that they will soon be walking through a simple obstacle course. Break students into pairs and explain that one person will be completing the obstacle course blindfolded/with their eyes closed with their partner being responsible for guiding them through the course safely.
- Lay out the obstacle course and have all student pairs complete the course.
- Lead a class discussion about the impact of not being able to see while completing the course. The following prompts may be useful:
  - Was it easy to work through the course?
  - How did the partners who couldn't see feel (scared, out of control)?
  - How would the partners who could see have felt if their guide was not able to concentrate on their task (eg was playing on their phone, under the influence of drugs/alcohol)?
- If time permits you may like to allow each pair to complete the obstacle course again, this time with both partners able to see. Conduct a class discussion about the differences between the 2 experiences.
- Conclude the lesson, by highlighting to students that our friends and family are an important source of support, however in life, it can be easy to allow ourselves to go with the flow and be led by the people around us. This can be a risky approach particularly when we don't know if they share the same life vision as us, have our own best interests at heart and may themselves be distracted by other influences.
- Encourage students to commit to opening their eyes, making their own decisions and take responsibility for their own lives.

# Decision Making



## Module 6

### Overcoming difficulties

*At times it may seem that the jigsaw of life is just too hard and we lose sight of our goals. The future we want to create may be shaped by ill health, disappointments and even failures. At these times it is even more important to look at the positive aspects of our life, persevere, work hard at what we can change and move forward. It is also important to surround ourselves with friends and family who share our dreams, want the best for us, and help to put the pieces of our life together.*

*Learning  
outcomes*

By the end of this module, students will be able to:

- Develop positive responses to challenges.
- Recognise that perseverance and dedication are essential parts of success.
- Identify sources of support when they encounter challenges.

**Lesson idea**

**Responding to Challenges**

*Aim*

- The purpose of this exercise is to give students an opportunity to identify some of the challenges they may experience in their lives, and to determine some strategies to overcome them.

*What to do*

- Lead a discussion about responding to and overcoming challenges. Key questions you may like to pose include:
  - When challenges occur, is it easier just to give up?
  - Can challenges sometimes be good?
  - What do positive and negative responses to challenges look like?
- Distribute **Worksheet Responding to Challenges** to students to complete, identifying both positive and negative responses to the challenges presented, and challenges of their own choosing.
- Ask students to share their responses with the rest of the class. Encourage students to share different ideas.

## **Lesson idea**

## **Life's a puzzle**

### *Aim*

- The purpose of this activity is to highlight some of the lessons that we can learn from jigsaw puzzles that can also be applied to life.

### *What to do*

- Break students into groups of 4-5. Explain to students that each group will have an opportunity to work on a jigsaw puzzle throughout the class.
- Set up a jigsaw puzzle in a location where it can be worked on without disturbing other students (eg a separate desk/table). The jigsaw should be fairly challenging (eg at least 500 pieces).
- Allow each group approximately 5 minutes each to work on the jigsaw (continue with other activities with the rest of the students).
- After each group has spent some time working on the jigsaw, lead a class discussion about the experience of working on jigsaws (during class and on previous occasions if relevant). Some prompt questions you may like to use are:
  - What was the first thing you did when tackling the jigsaw? Did you look at the picture on the box (clarify the vision); organise the pieces into colours, edge pieces, corners (break the task up into smaller sections); put the corners and borders in place first (work on the framework)?
  - Did other people in the group put together pieces that you didn't see (bring a different perspective/skill to the task)?
  - Was it frustrating?
  - Did it get completed in one sitting?
  - Does it help to take a break and come back to the task?
  - How does it feel when you find where a piece goes or complete the puzzle?
- Conclude the discussion by highlighting to students that in many ways life can be like a large jigsaw puzzle. Whilst it can be overwhelming to see all the pieces when we first start a jigsaw, by keeping an eye on the end picture and approaching the challenge with commitment and dedication we can do it!
- If space allows, you may like to leave the puzzle set up for students to work on over the rest of the term (depending on the size). This can be a great strategy for providing some "time out" for students when they have been working on a particularly challenging task, as a reward for completing a piece of work well, or even for bringing together 2 students who may be having minor interpersonal issues.

## **Lesson idea**

## **My safety net**

### *Aim*

- The purpose of this exercise is to help students identify the sources of help they have available to them

### *What to do*

- Discuss with students the idea that one of the things that can help us to avoid risky decisions or situations is having a strong safety net – the people around us who help us to make good decisions and help us to cope with negative consequences if bad things do happen.
- Distribute **Worksheet My safety net to** students. Ask students to complete the worksheet by identifying people or resources that make up their own safety net and what sort of support they offer. Examples may include:
  - My mother. Supports me by setting an example for good decision making.
  - Guidance counsellor. Helps me think about the options I have
- As they are completing the worksheet, highlight to students that for some of us our safety net will be made up of lots of people we know we can rely on. For others it will be just two or three key people.
- Invite students to share some examples with the rest of the class.
- If they haven't already been mentioned, inform students of any other local resources (eg School Chaplain) available to all students that should also be included.
- Encourage students to keep the Worksheet somewhere handy so they can refer back to it if and when they need it.

## Responding to challenges

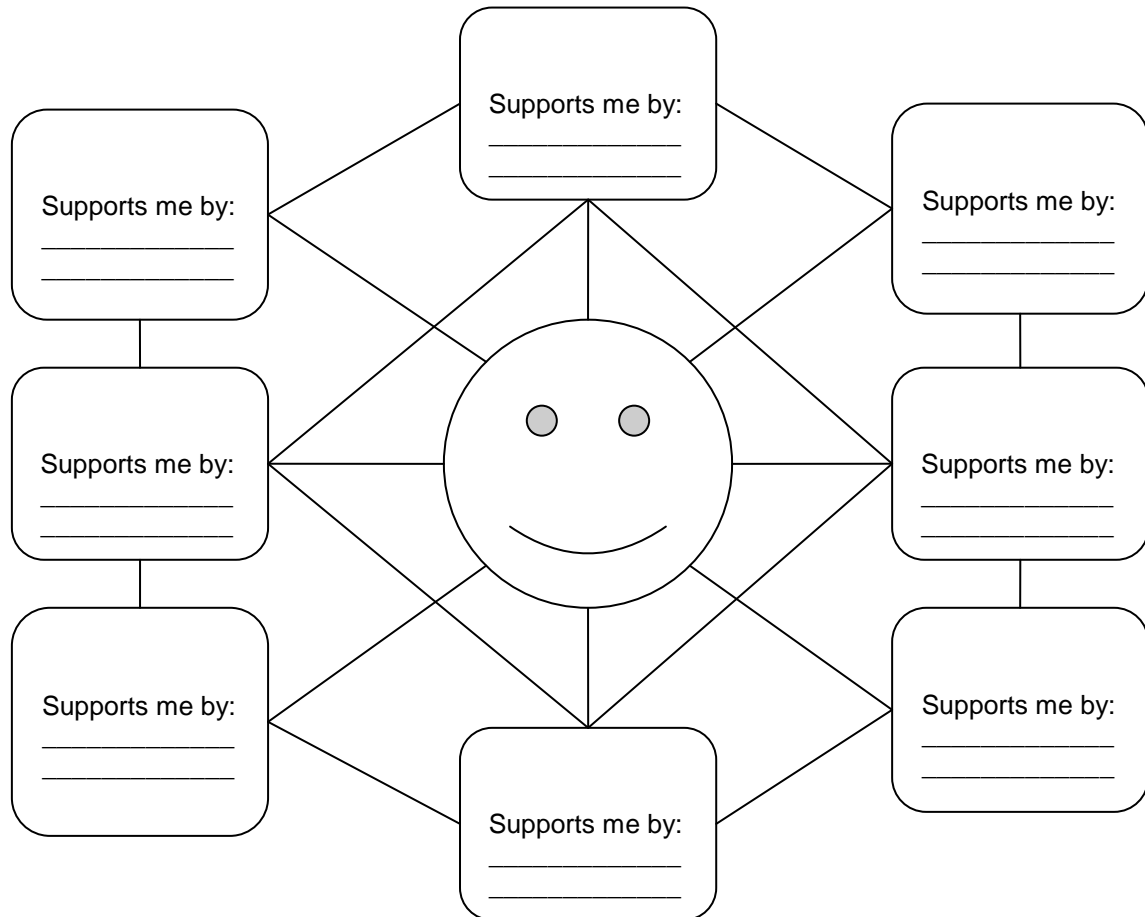
For each of the following situations (and any other situations you have experienced), identify a response that reflects a positive or negative attitude.

Situation	YES attitude	NO attitude
You have just heard that you missed out on a job you wanted for the holidays.	<ul style="list-style-type: none"> <li>- Apply for another job</li> <li>- Ask for some advice about what you can do differently next time you apply for a job</li> </ul>	<ul style="list-style-type: none"> <li>- Give up on getting a job for the holidays</li> </ul>
You worked quite hard on an English essay, and you've just got it back – marked 8/10.		
Your first attempt at cooking dinner has been a failure.		
Your parents have decided to separate.		
You have just been selected for the school basketball team.		
You've invited some friends over to listen to some music and they're just looking bored.		
Your bike has just been stolen.		

# My safety net

One of the things that can help us avoid risky decisions or situations is having a strong safety net – the people around us who can help us to make good decisions and help us to cope with the negative consequences if bad things do happen.

Identify who makes up your 'safety net'. Consider your family, friends, work colleagues and teachers. Try and be specific about the person and how they support you.



Some of us may have lots of people we know we can rely on. For others it will be just two or three key people.

Other sources of support...

Life Line  
131 114

Kids Help Line  
1800 551 800

[www.youthbeyondblue.com](http://www.youthbeyondblue.com)

# Feedback Form

SCHOOL NAME:

\_\_\_\_\_

DATE OF PRESENTATION: \_\_\_\_\_ Grades present \_\_\_\_\_

What was the overall response from the students regarding **JIGSAW**?

\_\_\_\_\_

\_\_\_\_\_

What was the overall response from the staff regarding **JIGSAW**?

\_\_\_\_\_

\_\_\_\_\_

Was **JIGSAW** at an age appropriate level for those in attendance?

Yes/No

Was/will the follow up Resource Guide lessons be utilised with your students?

Yes/No

Would you recommend **JIGSAW** to other schools?

Yes/No

Any other comments?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please rate the following.    1= Strongly agree    10= Strongly disagree

JIGSAW...

Entertains, holds audience interest and provokes reaction. \_\_\_\_\_

Exhibits a high standard in regards to the production. \_\_\_\_\_

Exhibits a high standard in regards to their staff. \_\_\_\_\_

Is value for money. \_\_\_\_\_

Addresses relevant issues. \_\_\_\_\_

Are there other issues that you would like to see included?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher: \_\_\_\_\_

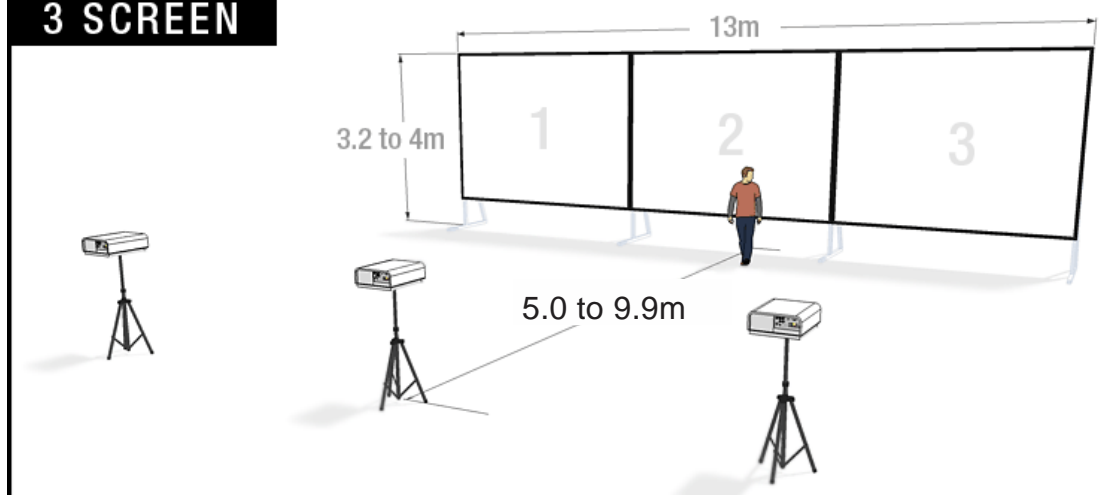
Signature: \_\_\_\_\_

Please Fax to 07 33484033 or Email: [enquiries@motivationalmedia.org.au](mailto:enquiries@motivationalmedia.org.au)

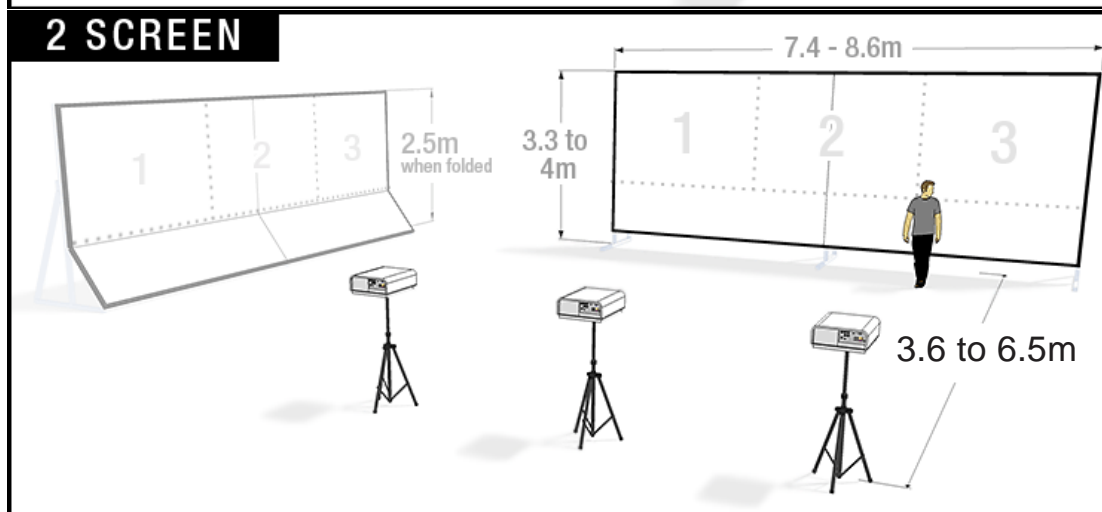


## SET-UP OPTIONS

### 3 SCREEN



### 2 SCREEN



BEFORE THE START OF THE PRESENTATION THE TECHNICIANS WILL NEED THE FOLLOWING:

#### NOTE FOR 2015

The audience will be sitting behind the projectors to improve the image quality.

#### SET-UP HELP

We will need 2-4 people to help unload our van and set up the equipment. We will also need them to take down the equipment after the presentation.

#### ROOM SIZE

Our full 3 screen size is 13m wide by 4 m high. Our DVD projectors need to be set-up between 5.0 – 9.9m away from the screen. We can also do a 2 screen set-up in a smaller room. A 2 screen set-up is 7.4m -8.6m wide by 2.5m – 4m tall, and requires a projection distance of between 3.6 – 6.5m.

#### DARKNESS

Our programs require darkness to project our images onto the screens. The darker the room is, the better. Windows, doors and skylights and other areas that allow light in need to be covered. Please discuss your school's requirements before your presentation date.

#### SCHEDULING

Please allow a minimum of 2 hours before the presentation for equipment set-up and 1 hour after to take down. For multiple screening at the same location, allow 5-10 minutes to leave/arrive. The running time for the program is approx. 40 minutes.