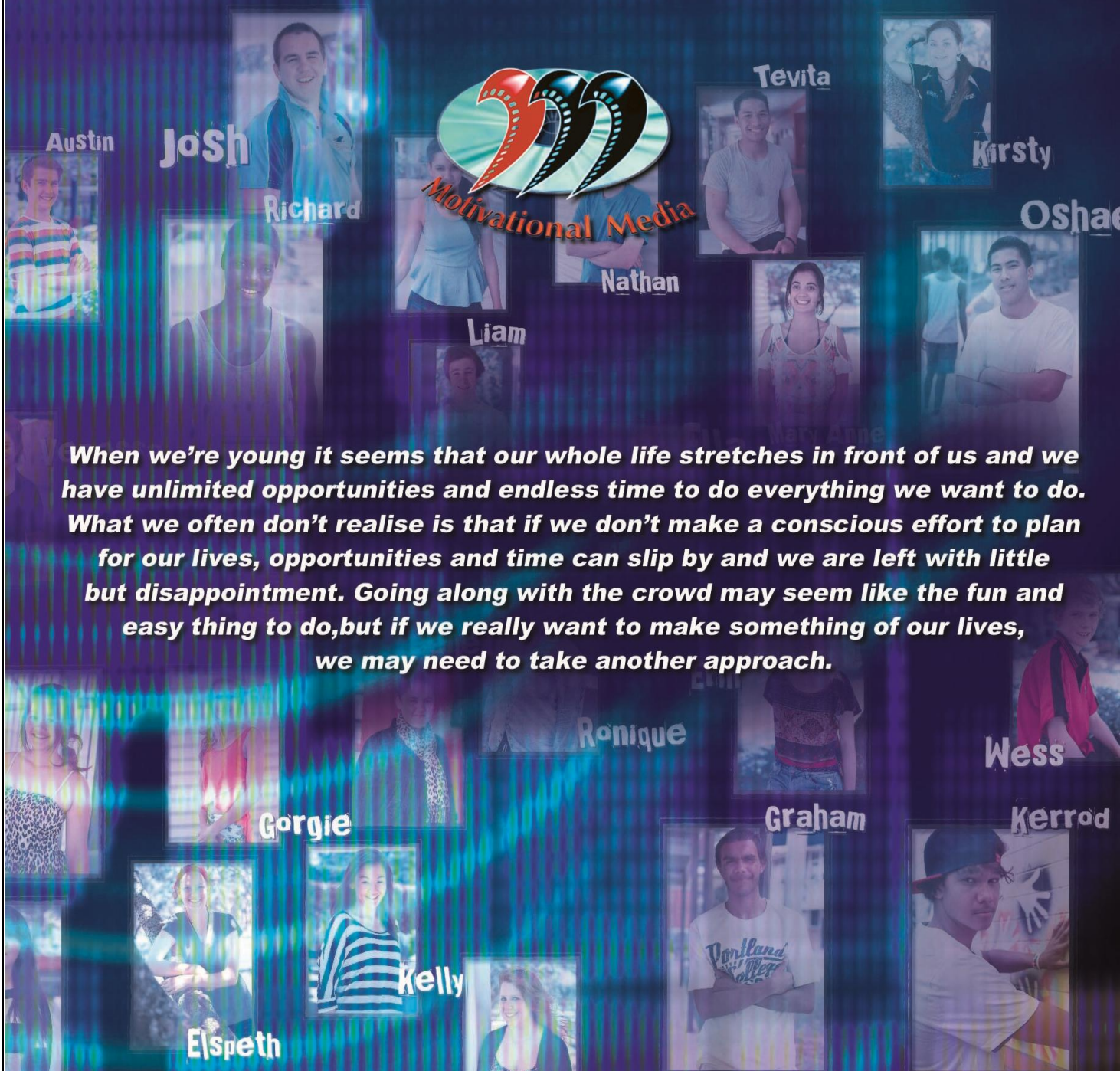


M A D

FOR LIFE

MAKING A DIFFERENCE



When we're young it seems that our whole life stretches in front of us and we have unlimited opportunities and endless time to do everything we want to do. What we often don't realise is that if we don't make a conscious effort to plan for our lives, opportunities and time can slip by and we are left with little but disappointment. Going along with the crowd may seem like the fun and easy thing to do, but if we really want to make something of our lives, we may need to take another approach.

Teacher Resource Guide



Teacher Resource Guide

2014



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Dedicated to the memory of
Peter Coughlin, 1940-2012.
A fun loving high school Principal who "made a difference".

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TO THE TEACHER

About this resource guide:

This resource guide contains teaching ideas designed to complement Motivational Media's assembly program for 2014, 'MAD - Making A Difference for Life'.

About the presentation:

'MAD - Making A Difference for Life' is a multimedia 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.

MAD is designed to complement existing programs:

The 'MAD - Making A Difference for Life' 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.

Getting the most from this guide:

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.

Prepare students to view the presentation:

The 'Start Thinking' lesson plan provides suggestions for preparing students prior to the multi-media presentation. It is designed to raise an awareness of key concepts, establish a context and provide a purpose for the presentation.

Choose follow-up ideas that suit your student's needs:

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 MAD - Making A Difference for life presentation, and to maximise positive outcomes from the presentation

Use cooperative learning techniques

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)

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 MAD - Making A Difference for life a valuable addition to your existing school programs.

Be aware of sensitive issues:

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.

OVERVIEW OF CONTENT

When we're young it seems that our whole lives are stretched out in front of us and we have unlimited opportunities and endless time to do everything we want to do. What we often don't realise is that if we don't make a conscious effort to plan for our lives, opportunities and time can slip by and we are left with little but disappointment. Going along with the crowd may seem like the fun and easy thing to do, but if we really want to make something of our lives, we may need to take another approach.

Making A Dream for life

The great achievers in life are all great dreamers. Most people who have accomplished great things have imagined the day when they would see their dreams come true. They set themselves big goals then work out what smaller goals are needed to see their dreams realised.

Making A Direction for life

It's true that if we don't care where we want to go, any road will do. But if we do have an end goal, we have to work out the pathways that will get us there. This may mean study, learning a new skill, changing habits, or even changing the people we mix with. It certainly means focusing on the end place we want to be, and moving steadily towards reaching that place. It may seem that our life is in a mess and that we can't move forward, but remember, our present circumstances don't determine where we can go; they merely determine where we start.

Making A Difference in the lives of others

Looking beyond ourselves to our family, friends and community allows us to make a difference in the lives of others. We can't help everyone, but everyone can help someone. Being a role model, helping friends to make good choices, and being involved in community projects not only makes a difference to others, it helps to develop and define who we are.

Making A Difference in our life

If we look around us and say, 'This is not the type of world I want to live in', then maybe we need to change it. The best way to make a difference is to look in the mirror and start making a difference in our own life. Lack of ambition, substance abuse, negative friendships and risky behaviour may steal our opportunity to reach our potential. We can drift through life allowing happen-chance to determine our future, or we can live a more deliberate life, making conscious decisions about what actions to take, and preparing ourselves to take our place in shaping the type of community we want to be part of. This will help us to take control of our own destiny. It will also prepare us for the exciting process of Making A Difference for Life.

STORIES



Elena Wangurra , the young Indigenous presenter, shares her story of growing up in the Gove Peninsula in the Northern Territory and talks of her goals for the future while inspiring others to make a difference in their own lives and those around them.



Justice Crew, A group of Western Sydney teenagers realised their dream of winning Australia's Got Talent. With no money for a studio to rehearse, the hip hop group, Justice Crew, rehearsed outside the Sydney Entertainment Centre, using the reflection in the windows to perfect the timing of each move. Justice Crew members plan to set up a dance studio to help local kids.



Nick Vujicic was born with no arms and no legs. While his early school years saw him suffer the despair of being different and not able to participate fully in school life, he now focuses on what he is able to do. Overcoming his incredible physical disabilities, Nick now motivates others to accept who they are and to celebrate life to the full.



Dee (Delores) left her family in Samoa at an early age to begin her schooling in Australia although she spoke very little English. Being different, she soon became the victim of bullying, and then, in an attempt to survive, soon reverted to being a bully. After a referral to a school based program designed to create a safe environment, Dee radically changed and began valuing herself and other students. She now runs her own life group at school to help other students feel safe and valued.

MODULE 1 - START THINKING

The Lessons in this module are designed to prepare students to view the multimedia presentation

Learning Outcomes:

By the end of this module students will be able to identify key themes and issues that could/will be raised in the multimedia presentation

LESSON 1

MAKING A DIFFERENCE

Aim:

The purpose of this exercise is to encourage students to start thinking about how they can make a difference through our actions, behaviours and attitudes.

What to do:

- Write "Making A Difference" up on the board.
- Explain to students that they are going to view a presentation entitled 'MAD – Making A Difference for Life' that will look at how we can all make a difference.
- Invite students to share their ideas on ways they can “make a difference”. You could do this either in small groups or as a whole class. Write suggestions up on the board. For example:
 - Being a good friend
 - Raising awareness about an issue
 - Making good personal decisions
- Highlight to students that making a difference can apply to small things (e.g. helping parents out with chores around the house) or big issues (e.g. taking a stand on a social issue). Look at the list that students have compiled, and discuss together which things are small things, and which things are big issues.
- Also highlight to students that we can make both positive and negative difference both in our own lives, and the lives of those around us. Again, refer to the compiled list. Do any of the things listed make a negative difference?
- Lead a discussion with students about whether we need to take conscious action to make a difference. Prompt students to think about ways in which our general behaviour or attitude can also make a difference (eg how could adopting a happy rather than grumpy attitude make a difference both to ourselves and others?).
- Invite students to reflect on their day or week so far, and offer suggestions about how they may have made a positive or negative difference. Some suggestions may include. You may choose to use

the 'Making a Difference':

- Positive
 - Put rubbish in the bin (a difference to the environment)
 - Completed assignment on time (a difference to own academic achievement)
 - Negative
 - Excluding new student from discussion (a difference to new student)
 - Highlight to students that we are constantly presented with opportunities to make a difference - both for the positive and negative. It is up to us to make the most of these opportunities.
-

LESSON 2

MESSAGES

Aim:

The purpose of this exercise is to introduce students to some of the key themes and messages that will be presented in MAD - Making A Difference for life.

What to do:

- Remind students that they are going to see a presentation called MAD - Making A Difference for life.
 - Ask students to give some suggestions about what they think some of the issues or themes could be presented in MAD - Making A Difference for life. Some suggestions are provided on the Worksheet 'Messages'.
 - Distribute the Worksheet 'Messages' to students prior to the presentation. Discuss each of the messages and ask them find examples of several issues within the presentation.
-

LESSON 3

REVIEW (after the MAD – Making A Difference for life presentation)

Aim:

The purpose of this exercise is to refresh students' memories about the stories in MAD - Making A Difference for life, and to get them to start to think about the key messages.

What to do:

- Have students cut out the individual issues from their Worksheet 'Messages' and glue them under the appropriate story. Students should be prepared to report back to the rest of the class.
- NB this exercise can either be done with the whole class, and the teacher can record responses on a screen using a projector, or in small groups or as individuals.

MAKING A DIFFERENCE

Name: _____

Date: _____

Think back over the past week. What are some things that you have done that have made a difference. They could be positive or negative things. How have they made a difference? Complete the table below:

What I did	Positive or Negative?	Who/What did it make a difference to?
Put rubbish in the bin	Positive	Made a difference to the environment

What do you think you did that made the biggest difference this week? Why?

MESSAGES

Cut out each of these messages and paste them in the box of the person from the presentation who you think teaches us this message best:

Who we are is more important than what we look like	Be a good friend
Make an effort	Learn from your mistakes
Set a goal and go for it	Know who your real friends are
Make good choices	Hard work pays off
Treat others as you would like to be treated	Believe in yourself
Be an inspiration to others	We can all change
Words can hurt	A positive attitude is very powerful
We can all make a difference	Life can be tough

REVIEW WORKSHEET

Name: _____

Date: _____

NICK

(Born with no arms and legs)

JUSTICE CREW

(Music & dance group)

DEE

(former bullying victim and bully)

MODULE 2 - MAKING A DIFFERENCE IN MY LIFE

It's true that if we don't care where we want to go, any road will do. But if we do have an end goal, we have to work out the pathways that will get us there. This may mean study, learning a new skill, changing habits, or even changing the people we mix with. It certainly means focusing on the end place we want to be, and moving steadily towards reaching that place. It may seem that our life is in a mess and that we can't move forward, but remember, our present circumstances don't determine where we can go; they merely determine where we start.

If we look around us and say, 'This is not the type of world I want to live in', then maybe we need to change it. The best way to make a difference is to look in the mirror and start making a difference in our own life. Negative friendships and risky behaviour may steal our opportunity to reach our potential.

Learning Outcomes:

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

- Recognise what sort of difference they need to make in their own lives to achieve success
- Be able to respond positively to disappointments to ensure these do not exacerbate negative impacts on their own lives

LESSON 1

STRENGTHS

Aim:

The purpose of this activity is to have students focus on their own strengths and to encourage one another. They may find opportunities to examine what opportunities might

What to do:

- Before the lesson, prepare an A4 sheet for each class member with their name clearly printed at the top.
- Lead a discussion with students about what some of the key ingredients for a successful life may be. Some suggestions may include:
 - Hard work
 - Good role models
 - Skill
 - Help from friends
- Discuss 'strengths' and how focusing on them can help us feel more positive about ourselves, allow us to set realistic goals, treat ourselves and others more favourably and grasp more confidently at opportunities that come our way.
- At the lesson, distribute the sheet to each student. Have students pass the sheets once to their right, directing them to reflect positively about the person whose name is at the top of the sheet. Students are to write one positive strength/comment about that person. Setting a time limit for writing, sheets are passed around until all students

receive their own sheet back, or the activity is concluded at the discretion of the teacher....(you know your students best). Be vigilant about supervision, making sure students are writing positive comments.....nothing nasty accepted.

- When students receive their own sheet back, have them turn it over. Students then write about themselves...often we are our own worst critic. Have students read the comments others have written about them.
- Reinforce to students that it is unlikely that anybody else will have exactly the same combination of strengths, written on their sheet. We all need to understand our own abilities and situations in order to make the most of opportunities that come our way.
- Questions...
- How can focusing on our strengths influence:
 - how we feel about ourselves?
 - The activities we are or wish to be involved in?
 - How we treat others?
 - Making the most of opportunities that come our way?
- How might you use some of your strengths to make a difference, small or big, in your classroom, your family, your sporting club, your church?
- Encourage students to revisit their 'Strengths' on a regular basis or when they are facing a challenging decision or situation.

LESSON 2

THIS IS ME

Aim:

The purpose of this activity is to provide a concrete reminder of the strengths we each have.

What to do:

- Take a photo of each student.
- Photocopy the circular frame template.
- Have students write three of their own strengths around the photo in fancy print, then decorate the frames.
- Cut out the frames, and put the photos of each student into their frames.
- Attach these to the wall or cork board, or onto the front of the students most well used exercise book or folder.

LESSON 3

DEALING WITH DISAPPOINTMENT

Aim:

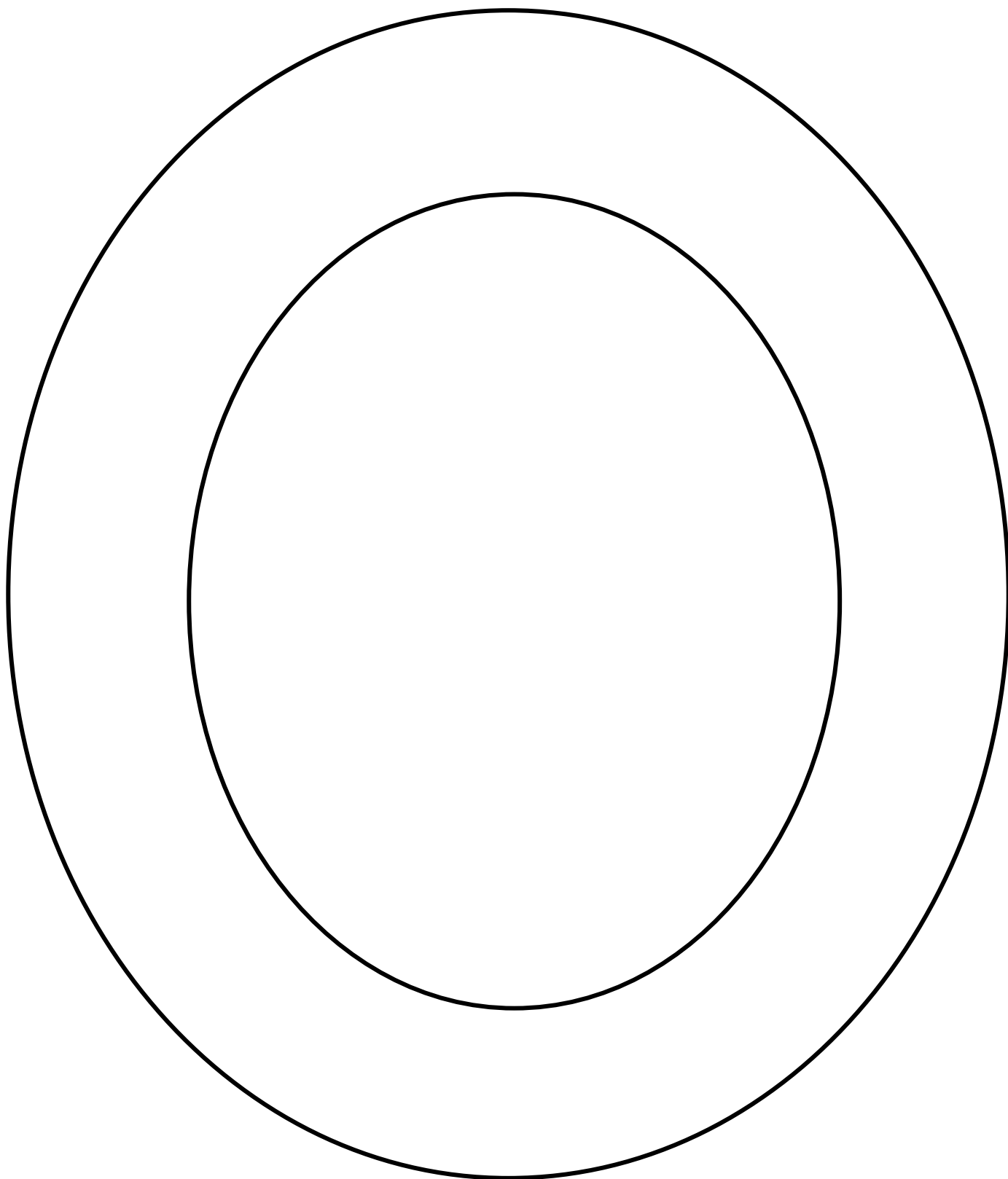
The purpose of this activity is to highlight to students that the way we respond to challenges can make a big difference in our own lives – this difference can either be positive or negative.

What to do:

Distribute Worksheet Guidelines for Dealing with Disappointment to students.

- Discuss each guideline with students.
- Ask students to suggest situations where people might end up feeling frustrated and disappointed. Write suggestions on the board.
- Ask students to suggest positive and negative ways people might react to frustration and disappointment. Examples might include giving up, blaming themselves or others, working harder, or finding other ways to reach goals.
- Divide class into groups of three or four. Ask each group to select a situation from the board and follow the guidelines to think of positive ways to respond to – and learn from – the situation.
- Invite groups to take turns reporting back to the class about their situation and responses. Encourage the class to offer additional positive ways to deal with the situations.

PICTURE FRAME TEMPLATE



GUIDELINES FOR DEALING WITH DISAPPOINTMENT

STEP 1: Identify Your Emotions:

- Do you feel angry? Hurt? Worried? Guilty? or another emotion?

STEP 2: Analyse Why the Situation Bothers You:

- Did something turn out differently to what you have planned or hoped?
- Did someone you trust let you down?

STEP 3: Decide what you can and cannot change:

- You can always change your reaction, even if the rest of the situation is out of control

STEP 4: Choose a positive way to react:

- If, for example, you failed a test, a positive reaction is to study harder for the next one.
- It's all about choice



MODULE 3 - MAKING A DIFFERENCE IN THE LIVES OF OTHERS

Looking beyond ourselves to our family, friends and community allows us to make a difference in the lives of others. We can't help everyone, but everyone can help someone. Being a role model, helping friends to make good choices, and being involved in community projects not only makes a difference to others, it helps to develop and define who we are.

Learning Outcomes:

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

- Recognise the important difference we can make by being a good friend
- Identify opportunities to do their best in their everyday lives

LESSON 1

A GOOD FRIEND

Aim:

The purpose of this activity is to encourage students to think about the qualities of a good friend and to encourage students to think about how they can demonstrate these qualities.

What to do:

- Invite students to think about what “being a friend” means to them. In particular, encourage students to think about some of the qualities that good friends demonstrate. Write responses on the board. Some suggestions may include:
- Loyalty
- Honesty
- Bravery
- Trustworthiness
- Ask students to think about issues that may cause friendships to end. If possible, relate these issues back to the qualities identified earlier or identify additional qualities that may be important for friendship. (Eg sharing a friend's secrets with others would be a breach of trust.)
- Ask students to reflect on the friends they currently have – do they demonstrate the qualities of a “good friend”?
- Distribute Worksheet 'A Good Friend' to students. From the qualities of a good friend identified earlier, invite students to complete the worksheet based on the five qualities they consider to be most important.
- Challenge students to reflect on their own behaviours as friends: do they always demonstrate the qualities of a good friend?

LESSON 2

BE A ROLE MODEL

- Aim:** The purpose of this activity is to highlight to students that they can be role models to bring about a positive change.
- What to do:**
- Lead a brainstorming session with students to develop a definition of “role model”. You may like to suggest the following as a definition:
 - “A person whose behaviour and attitudes are considered important or influential, and are often copied by others.”
 - Highlight to students that role models may not always be positive, and negative behaviours and attitudes may also be copied by others.
 - Invite students to suggest examples of the types of people who may be considered role models and also some specific examples. Suggestions may include:
 - Parents
 - Friends
 - Coaches
 - Teachers
 - Distribute Worksheet Be a role model to students and ask them to complete it.
 - Invite students to report back to the rest of the class.
 - Conclude the lesson by challenging students to think about how they can be a positive role model for the people around them.
-

LESSON 3

HAVING GUTS

- Aim:** The purpose of this activity is to highlight to students that sometimes it takes guts to step outside of our comfort zone to make a positive difference.

- What to do:**
- Lead a brainstorming session with students about situations where children might be scared of the outcome. Suggestions may include:
 - Public speaking
 - Saying “no” if you don’t want to do what your friends are doing
 - Being honest with a friend you’re worried about
 - Helping in a community organisation
 - Standing up for what you believe in.
 - Write some of the suggestions on the board.
 - Point out to students that in all of these situations, there are at least two possible ways to respond. It is important for students to consider the consequences and realise that the right or safe course of action is often not the easiest way.

- Divide the class into small groups and distribute Worksheet Having guts and also a situation card from Worksheet Having guts – situations.
- Ask students to complete the worksheet and then have a representative from each group report back to the class.
- Conclude the activity by emphasising to students that if you don't have the guts to go out there and try, you are never going to grow as a person. Comment that often if we want to make an impact or a difference, we need the courage to say "no" or "yes", depending on the situation.

A GOOD FRIEND

Name: _____

Date: _____

List three qualities you think are most important in a good friend:

1. _____
2. _____
3. _____

For each of the qualities you have identified as important, which ones do you think you demonstrate and which ones do your friends demonstrate and how.

Qualities of a friend	How do I demonstrate this quality?
Eg.Trust	When friends tell me things in confidence, I do not share them with others.
1.	
2.	
3.	

How do you think you could be a better friend?

If your friends do not demonstrate the qualities you feel are important, it may be time to find new friends.



BE A ROLE MODEL

Name: _____

Date: _____

Write the name of a person you think is a positive role model.

What is it about this person that you admire?

What are his or her accomplishments?

How has this person made a difference to others?

What goals do you think she/he might have set?

YOU AS A ROLE MODEL

Identify two people who might regard you as a role model:

Why do you think it might be important to be aware that others regard you as a role model?

HAVING GUTS

Name: _____

Date: _____

Scenario:

What could the person be afraid of?

It would be easy to ...

It would take guts to ...

But (what could happen)

But (what could happen)

HAVING GUTS SCENARIOS

Photocopy sheet and cut into cards. Write additional suggestions on blank cards.

While Jason was babysitting he accidentally dropped a coffee mug on the kitchen floor and it broke. It was one of a set of six.	Mark has badly injured his neck playing football. He is in hospital unable to move his legs or arms.
At the school camp, Hailey's group is doing abseiling.	Claire has been asked to read a poem at her grandfather's 80 th birthday party.
Josie sees a friend Jane take some money that isn't hers. Jane then asks Josie to go shopping with her.	Dylan arrives at a friend's house where they are watching a movie he knows his parents would not approve of.
Max was asked to meet his parents at a designated spot after school. All of Max's friends go to the park next door and he wants to go too.	Sam is feeling uncomfortable about the things an older student is saying and wants him/her to stop.
Andy's friends think it's funny to tease his little sister, but Andy doesn't want to join in because he doesn't think it's fair.	Sam really likes to sing in the choir. None of his friends sing in the choir...they say it's for girls.

MODULE 4 - MAKING A DIFFERENCE IN MY COMMUNITY

The great achievers in life are all great dreamers. Most people who have accomplished great things have imagined the day when they would see their dreams come true. They set themselves big goals then work out what smaller goals are needed to see their dreams realised.

Learning Outcomes:

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

- Identify some of the skills and qualities they possess that will help them make a difference in the community
- Determine a goal they would like to achieve and realise small steps involved in doing so

LESSON 1

WHAT DO I HAVE TO OFFER?

Aim:

The purpose of this activity is to encourage students to reflect on some of their own skills and qualities that can help them in making a difference in the world.

What to do:

- Lead a discussion with students about the type of skills that can be important in making a difference in the world. Some discussion prompts may include:
- What are some of the skills that people might look for when people are bringing together a team?
- How important to you think it is to be a team player/problem solver/good communicator?
- Why is it important to know and believe in your own skills and abilities?
- Are the things we enjoy always the things we are good at (and vice versa)?
- Distribute Worksheet What do I have to offer? to students. Highlight to students that it can be useful to think about our skills and abilities in different categories.
- Ask students to complete the worksheet by identifying something they enjoy doing, something they are good at and something they are still developing skills in for each on the categories.
- Once students have completed the worksheet, invite students to share their responses in a class discussion. Some prompts may include:
- Were you surprised by any of your responses?
- Were there any overlaps between things you enjoy/are good at/are still developing?

- Were there any gaps that you could not complete?
 - Would the activity be useful in working out what sort of job students might like to do within their school or club community.
-

LESSON 2

THE FIRST STEP

Aim:

The purpose of this activity is to remind students that once we have an idea of the difference we want to make in our community, we need to develop clear 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. Record these on the board.
 - Remind students that in order to see our dreams become a reality, we need to develop 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 have more money – I want to earn \$100 before the next holidays
 - Talk to students about the importance of having a clear plan for how we will reach our goals, particularly in helping us to keep going when we face setbacks.
 - Distribute Worksheet The first step 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.
-

LESSON 3

STARFISH

Aim

The purpose of this activity is to highlight to students that even though problems in the world can seem huge, small actions by individuals can make a difference.

What to do:

- Read the quote on Worksheet Starfish to students (alternatively you may like to ask a student to read it out and/or distribute the worksheet to students).
- Invite students to discuss the “starfish story” with a partner. What did they like about it? Do they agree with the young man? Can they think of any similarities between the story and issues they see in their own lives/the world?
- Conduct a class discussion by asking students to share what they spoke about with their partner.

WHAT DO I HAVE TO OFFER?

Name: _____

Date: _____

Under each of the categories below, identify something that you enjoy doing, are good at doing, as well as an activity you are still developing skills in.

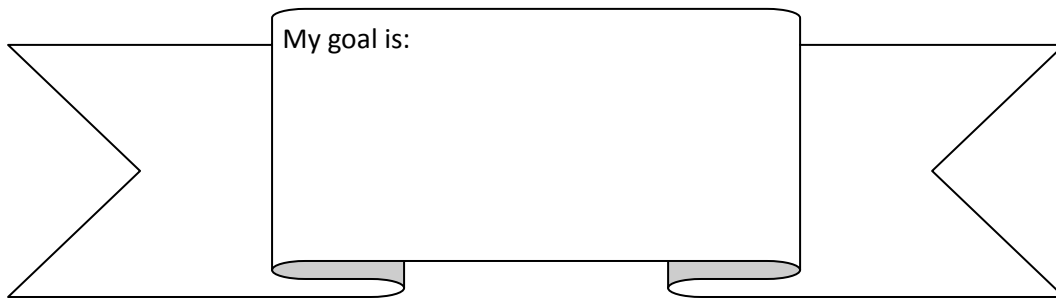
	Enjoy doing	Good at	Still developing
Communication Eg. Speaking in public			
Team work Eg. Doing group projects			
Problem solving Eg. Why is it so?			
Planning and organising Eg. Organising a class breakup			
Self-management Eg. Ability to hand in assignments and Homework on time			
Learning Eg. Ability to learn a new dance step or maths concept easily			
Technology Eg. Using computers to design posters			

THE FIRST STEP

Name: _____

Date: _____

In order to make a difference, 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:

- ---
- ---
- ---
- ---
- ---

I will manage these risks by:

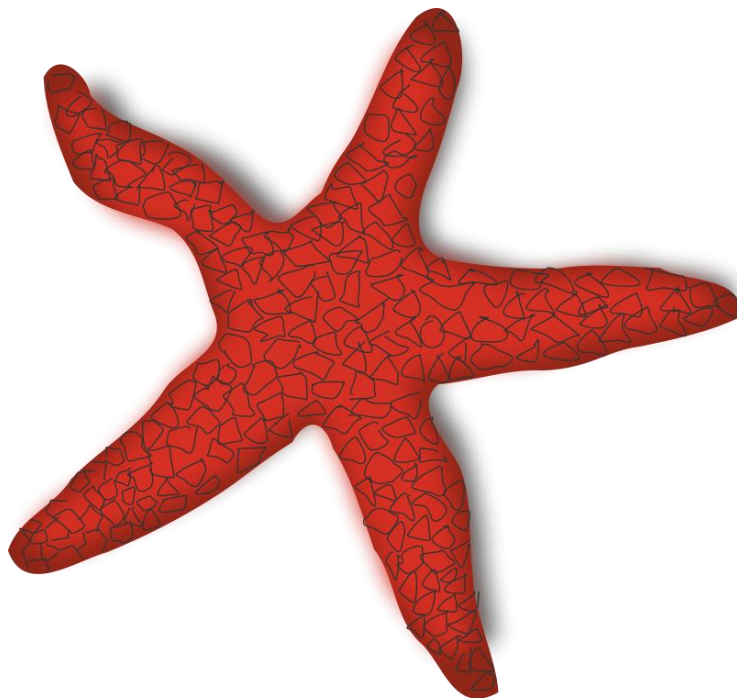
- ---
- ---
- ---
- ---
- ---

My timeframe for achieving my goal is:

STARFISH

“As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. Finally catching up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. “But the beach goes on for miles and there are millions of starfish,” said the old man. “How can your effort make any difference?” The young man looked at the starfish in his hand and then threw it safely into the waves. “It makes a difference to this one,” he said.

From *Night Light* by Amy E Dean



FEEDBACK FORM

SCHOOL NAME: _____

DATE OF PRESENTATION: _____ Grades present _____

What was the overall response from the students regarding MAD - Making A Difference for life?

What was the overall response from the staff regarding MAD - Making A Difference for life?

Was 'MAD - Making A Difference for life' an 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 'MAD - Making A Difference for life' to other schools? Yes/No

Any other comments?

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

MAD – Making A Difference for life:

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. _____

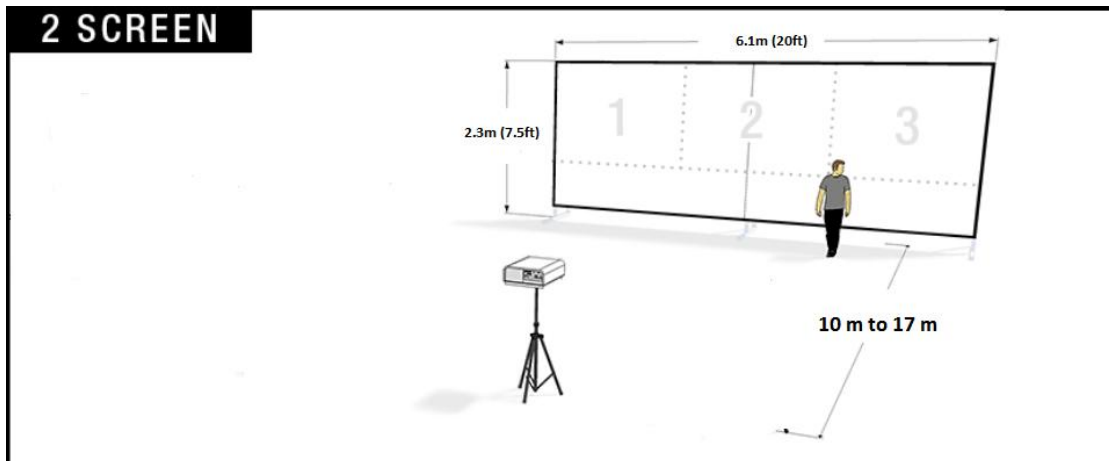
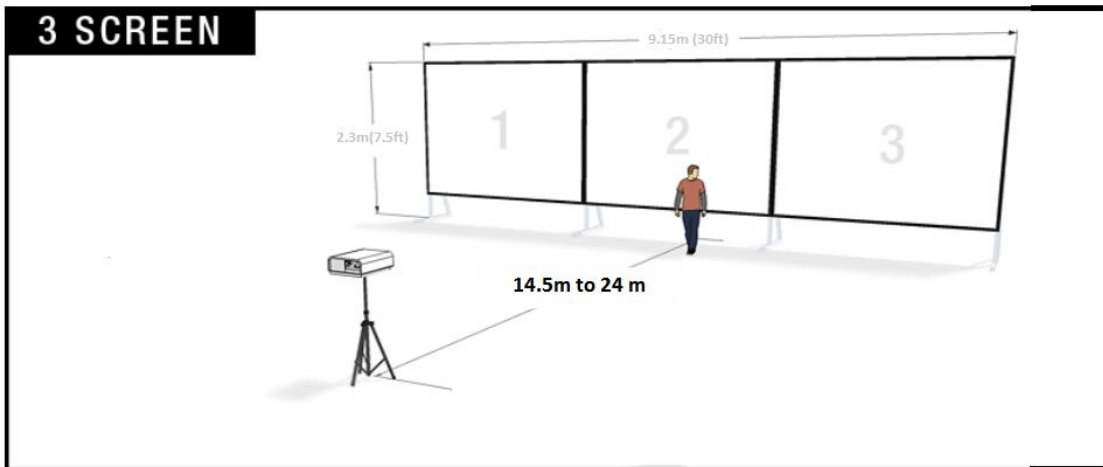
Are there other issues that you would like to see included?

Teacher: _____

Signature: _____

Please Fax to 07 3396 1188 or Email: dan@motivationalmedia.org.au

SET-UP OPTIONS



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

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 9.15m (30ft) wide by 2.4m (8ft) m high. Our projector needs to be set-up 14.5-20m away from the screen. We can also do a 2 screen set-up in a smaller room. A 2 screen set-up is 6.1m (20ft) wide by 2.4m (8ft) high, and requires a projection distance of between 10 – 17m.

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. 32 minutes.

CREDITS

MUSIC:

- Switchfoot – Dark Horses
- Lumineers – Ho Hey
- The Departed – Worth The Fight
- Spacehog – In the Meantime
- Katy Perry – Wide Awake
- Black Keys – Gold on the Ceiling
- Jason Mraz – I won't Give Up
- Lifehouse – All In
- Justice Crew - Que Sera
- Grinspoon – Passerby
- Fatis Valour – Hold Me Now
- Switchfoot – Dare You To Move
- Young Blood – Naked and Famous
- Cold Play – Trouble – Fix You
- One Republic – Good Life
- The Script – Hall of Fame

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
- Dan Foster, Bachelor of Education (Primary)

ABOUT OUR SPONSORS



With more than 50 years of experience, Ansvar Insurance provides security and peace-of-mind to the faith, community service, care, education and heritage sectors. Through expert staff they understand the unique complexities and specific needs of their customers and add value by developing and marketing specifically tailored products and value added services.

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Ansvar Insurance is a proud supporter of the Motivational Media Schools Program. The creativity of the Motivational Media team ensures a relevant and challenging theme for the new program each year.

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Dedicated to the memory of
Peter Coughlin, 1940-2012.
A fun loving high school Principal who "made a difference".