

The
ROGUE
ARouge
foundation

What's the POINT? Program

Curiosity. Imagination. Purpose

2015

Table of Contents

What's the POINT? Program.....	1
Weekly Outlines	3
About the Program.....	6
About The Rogue & Rouge Foundation	7
About the Founder	7
Contact Us.....	9

What's the POINT?

Weekly Outlines

Week 1: What is your dream?

Themes

Week one introduces the students to the main facilitator and what the 9-week program will entail, as well as outlining the objectives and purpose of their participation. During the 1st session, students will also be asked to start examining what it is they are most passionate about in their lives.

Aims of the session

1. Introduce 'what's the point'
2. Develop relationship with main facilitator
3. Understand the benefits of student participation in 'What's The POINT'
4. Analyze and reflect on the students personal motivators, goals and dreams

Week 2: What are your limitations?

Themes

Week two will begin the exploration of the students self-talk and their views on themselves. Students will be asked to begin reflecting on the things that truly limit them in their lives, and begin recognizing personal patterns (both negative and positive).

Aims of the session

1. Recognize the uniqueness of individuals self-talk and imagination
2. Understand and analyze the way the student talks to themselves
3. Understand why negative self-talk effects the students ability to achieve

Week 3: What are the conditions you place upon yourself?

Themes

Week 3 is a direct extension of week 2. The facilitator will help students recognize that limited thoughts, lead to limiting conditioning of an individual. Students will begin to recognize that conditioning leads to expectation, which can often be to the disadvantage and disappointment of the student. A guest will also be asked to come and chat to the students and share their personal story about how their personal conditioning disabled them.

Aim of the session

1. Recognize students personal conditioning
2. Create strategies to help student break limited beliefs and conditioning
3. Bring personal narrative into the space to allow students to connect, empathize with, and relate to another's story

Week 4: What constitutes your *identity*?

Themes

Week 4 explores the idea that life is a story, and we are here to create it. In our stories we are the unique and valuable main character. Worth and self-esteem will be explored interactively to also help the group bond and develop as a unit.

Aims of the session

1. Develop and empower students to understand that only we control how we feel about ourselves
2. Understand the importance of students relationship with themselves
3. Create an understanding that the way we are treated, and the way we treat others, is a direct reflection of how we feel about ourselves

Week 5: Ego and The Authentic Self

Summary

“We live in a time when it is easy to lose our footing, doubt the meaning of life, and sometimes, question our very existence. Those of us with an expanded worldview often see ourselves as one in seven billion people. Too many people using resources, causing pollution, war, suffering. It is very easy for a modern person with intelligence and conscience to become cynical and to feel helpless in the face of global concerns. Engaging in the world through the Authentic Self brings a revolutionary new potential for collective human development. This presentation will leave you energized with a new meaning and purpose for life, and inspire the creation of a culture of excellence.” - **Connie Delaney**

Aims of the session:

1. Provide an understanding of the differences between ego and the authentic self
2. Help students understand the difference between decisions made because they are the right decisions for them, and decisions made because of fear and judgments.
3. Open students mind to a world with no limits, and help them understand that they are in control of their own personal reality (this session is meant to be challenging and extremely thought-provoking – to transition into the week 6 session)

Week 6: Body, Mind and Soul

Summary

Week 6 both a yoga instructor and a personal trainer will be invited to run 2 workshops with the students; 1 outlining the basics of health and nutrition, and the other the importance of focus and clearing ones mind through meditation practice.

Aims of the session:

1. Provide students with an invested interest in their health and nutrition by presenting the basic information in a fun, engaging and relatable way
2. Give students the facts of the importance of health and fitness
3. Guide students through a basic meditation, and outline the basic principals and philosophies of yoga and meditation

Week 7: What if the world had no limits?

Summary

The first part of a session will be dedicated to a guest-presenter, telling their personal narrative. The presentation will be focused on sharing with students the challenges the individual chased in achieving their dreams, but highlighting their relentlessly and resilience to prove to the students ***it's possible***.

After this, the students will be guided through a very interactive group discussion and mind map of what the world would look like if they could create the world from scratch. This activity is designed to help students realize that the only real limitation they will face in their life is them. After the mind map is complete, a long group debrief will be conducted, where each student will have the opportunity to analyze and deconstruct some of their biggest barriers, and open the space for students to offer insight and advice to one another.

Aims of the session:

1. Provide a real-life scenario of an every-day Australian achieving their dreams
2. Create peer-support networks amongst the group
3. Consolidate an understanding of the wide objectives of the whole program
4. Help students visualize the world they wish to see and be apart of creating

Allow students to understand their unique passion and purpose without limitation

Week 8: Plan of Action

Summary

Week 8 is all about providing the student time, and one on one assistance, to begin create a 'plan-of-action' for their bigger dreams, goals and passions. 2 volunteers will come in to support students in a more direct, personal way.

Aims of the session:

1. Give students the opportunity to work independently and really reflect on what they've learnt over the past 8 weeks
2. Provide students with one-on-one support

Students should leave this session with a direct plan of action to begin integrating into their lives.

Week 9: Debrief and presentations

Summary

Week 9 students will be asked to invite friends and family to watch them present on what they've learnt over the past 9 weeks, and also what their commitments are towards their education, wellbeing and future dreams. After presentations are finished, the group will come back together privately for a final debrief and goodbye.

About the Program

After working with over 300 schools nation wide, The Rogue & Rouge Foundation has identified the key barriers that prevent young people from believing in themselves and their dreams. After putting this research together, it's apparent that a more in-depth program is essential to convey our message in a meaningful and lasting way to students.

Throughout the 9 week program, students will also be asked to set a goal to proactively achieve that will benefit either their direct school community or broader community. Students will receive time each week during the program hours to work towards this goal with the support of the program facilitators and volunteers.

Mission: Every young person will understand their true potential, break through limited conditioning and belief systems, to pursue their dreams and develop an individual purpose in life.

Vision: To create a generation that question the status quo, become curious towards social conditioning and understand that their voices paves and shapes the future.

Objectives

1. *Facilitate a positive space to allow young people to develop their own purpose*
2. *Break through limited belief systems that prevent young people from thriving*
3. *Instill a community conscience amongst the group*

Time

The program will run for 9 weeks, each week having a unique theme with unique objectives. Each week will carefully and accurately prepare the student for the following week.

Demographic

This program is specially designed for **grade 10 and 11** (14-16 year olds)

Delivery

This program is an exclusive creation of The Rogue & Rouge Foundation, and will be delivered by The Rogue & Rouge Foundation's expert facilitators and volunteers. The Rogue & Rouge put a large emphasis on youth working with youth. The foundation believes that the relationship formed between facilitator and student is quintessential for the programs success and the impact of the content.

We also suggested that the program is delivered at your school, to ensure accessibility to your students. We would require 3-4 hours during a weekday (or throughout the week), decided upon by both parties nearer to the commencement date.

Program Costs: \$4050.00

About The Rogue & Rouge Foundation

The Rogue & Rouge Foundation is an association that helps decrease mental health challenges within our community, as well as diminish the stigma placed upon these conditions. The Foundation aims to do this in two ways; firstly, through education and youth engagement and secondly, by providing financial assistance to those seeking various medical treatments through their journey of recovery.

Vision: To help others ‘See Beauty Differently’

Mission: To facilitate positive communities amongst Australian youth by educating them on healthy body image, creating peer support networks and guiding passions to increase self-worth and confidence. We also strive to provide financial assistance to individuals and families undergoing treatment mental health challenges.

About the Founder

Nicole Gibson

Nicole is committed to making a positive difference in the lives of young people. After overcoming mental health challenges as a young person, in particular anorexia nervosa, Nicole is channeling her energy into motivating other young people to be the best they can be. In 2011, Nicole established The Rogue & Rouge Foundation to reverse the stigmatization of mental health, body image and self-esteem issues in Australia’s young people.

As the Foundation’s Chief Executive Officer, Nicole dreams that every teenager can look in the mirror and smile. Nicole is tackling the epidemic of low self-esteem by creating community outreach programs and working directly with schools, service providers and education departments in both central and remote parts of Australia. Nicole has recently completed her national youth motivation tour, ‘Champions for Change’, which has since seen her facilitate workshops at 300 schools and communities with 70 000 young people across Australia to encourage young people to champion change in their communities through the development of innovative solutions. Ms Gibson was a finalist for Young Australian of the Year 2014, one of Australia’s top 100 most influential women, was appointed onto the National Mental Health Commission as the youngest every commissioner, named as one of Australia’s 2012 Young Social Pioneers and won The Pride of Australia Inspiration Medal in 2014.



Testimonials

School	Teacher/Student	Testimonial
Helensvale State High School	Student	<i>"This workshop really opened my eyes to ways of thinking I never explored before"</i>
Helensvale State High School	Student	<i>"It's crazy how perfect and beneficial this workshop is. I'm already inspired by what you guys do, I get judged a lot, but from what you have said today, I'm not going to let it destroy my dreams"</i>
Helensvale State High School	Teacher	<i>"Workshop was great! I think it made young people think that they can be heard, and as teachers we now need to follow up on some of our students unbelievable ideas"</i>
Benowa State High School	Student	<i>"Unbelievably inspiring"</i>
Benowa State High School	Student	<i>"Good, Interesting, Involving"</i>
Queensland Academy for Create Industries	Student	<i>"So motivational, I loved it"</i>
Queensland Academy for Create Industries	Student	<i>"I learnt so much about MYSELF"</i>
Queensland Academy for Create Industries	Student	<i>"I literally cannot wait to help run this program one day, it's so crucial for young people"</i>
Sandgate District State High School	Student	<i>"Inspiring"</i>
Broome Senior State High	Principal	<i>"Fantastic presentation, that engage over 200 students, and the follow up was amazing. The girls were so flexible and willing to work with a diverse group of students and engage them on both an group and personal level"</i>

Stuart High School – Whyalla, South Australia	Teacher	<i>“Please keep doing what you’re doing!!!”</i>
Stuart High School – Whyalla, South Australia	Student	<i>“Overall, it was really great and you should go to more schools here to spread the message, we need it here!”</i>
Port Lincoln High, South Australia	Teacher	<i>“Fantastic Initiative for students. Would love for students to have more opportunities like this. The presenter was unreal, so relatable!”</i>
Port Lincoln High, South Australia	Student	<i>“Inspiring, keep doing what you’re doing to make the world a better place”</i>
Lake Wangary Primary School, South Australia	Teacher	<i>“Great job engaging students with learning disabilities”</i>

Contact Us

www.rogueandrouge.org.au

<https://www.facebook.com/pages/The-Rogue-Rouge-Group/124634620943940>

Nicole Gibson

e: info@rogueandrouge.org.au

t: +61 4 10 160 109

Lucille Downing

e: lucille@rogueandrouge.org.au



Why we help...

6 million working days are lost each year, due to absenteeism as a direct result of depression

30 million working days per year have reduced productivity due to depression

Employees with depression have at least 40% reduction in their performance

The total cost to an employer of depression is \$438 p.a./employee. This includes employees without depression.

10% of homosexuals kill themselves each year before the age of 20 due to depression

1 million adults have life-threatening eating disorders

Approximately 14% of 12 to 17 year old and 27% of 18-25 year olds experience these problems each year

75% of mental health problems emerge before the age of 25

Up to 50% of substance abuse amongst youth is correlated to mental health problems

High suicide rates in early to mid-adulthood are related to untreated mental health problems in the late teenage and early adult years

Overall, mental health and substance use disorders account for 60-70% of the burden of disease among 15-24 year olds

Currently only one in four young people experiencing mental health problems actually receives professional help

Even among young people with the most severe mental health problems only 50% receive professional help