

# HOPE FUTURE

MAGAZINE

teaching hope

how to cultivate hopeful students

your free

hope wall

which school is right  
for your child?

how to raise a

tough teen

seminar info on getting

life ready





ou'll agree with me that every high school is made up of people; people who either contribute to, or undermine a schools' success depending on their commitment to their work.

Right? Then you'll also agree that the more motivated your students are, the better they perform. The better they perform, the better your school performs, right? Right.

How then do you create a truly motivated student body? I'm talking long-term motivation, not incentivised spikes of enthusiasm. How do you keep students focused and engaged, and not always feeling like there's something better out there? To have that great student body and staff, to be that great school, it all starts and ends with hope.

Through a series of ongoing, and oneoff seminars I work with hundreds and thousands of students and staff in hundreds of schools. My seminars are not about making empty promises. They are about engaging and inspiring people by re-igniting and re-discovering hope.

Now I say 'hope' and you might be thinking airy-fairy 'hope'? You might be thinking pretty flowers, and charitable causes? If so, think again. The 'hope' I'm talking about is the most powerful driver of human achievement. It's active, not passive. It's strong, not feeble. It's courage, not fear. It's clear thinking, not disillusionment. It's ongoing, not an end point. Hope is tenacious. hope is audacious. hope is positively contagious.

Hope is at the heart of every achievement because with hope comes meaning. With meaning people feel engaged. Engaged people take action in their lives and in their work, and action drives growth, for individuals and for schools. A disengaged, under-performing student body and staff is made of up people who lack hope, and who consequently fail to act, and therefore fail to grow.

The hope-full high school is made up of people — mothers, fathers, grandparents,

brothers, sisters — who have hope in their lives. They're focused, they're driven, and they're able to reach their potential and grow. These are the people you want in your high school, building your schools reputation.

This work is my life. It is my greatest passion. I've been doing this for over 20 years and have worked with hundreds of groups. I've met thousands of people, young and old, across the world, and it all boils down to building hope. It is the very essence of greatness, and for me there is nothing more potent than changing someone's life, by helping them rediscover hope. No matter how big or small the action they take, the effect is mind-boggling.

I'd love to work with your staff and students and let you see the results for yourself.

Have a phenomenal day and enjoy this latest edition of our magazine!

Glen Gerreyn





“I have really bad anxiety and am depressed. On some nights I feel like my life is not worth living. I just think about how I’m not worth it, not important. Here’s the thing though. You told us all we were important. That hit home for me that minute. I was holding back tears; to be told you are important is something everyone should be told... not just once but many, many times. I have been called pretty, nice, smart etc. But being called important really hits a heart string.”

YEAR 10 STUDENT NSW

“A little over a month ago, I found out my Dad was diagnosed with cancer and it really took a toll on me. My self-esteem plummeted, my anxiety levels rose quite drastically and I couldn’t seem to concentrate on anything anymore, although these things weren’t just synonymous with what is happening with Dad. I couldn’t seem to pick myself back up and keep looking forward into the future to where I want to be. Hearing your talk to the Grade 11’s and also by you sharing your story with us, I can see that no matter what happens in life, overcoming is possible.”

YEAR 11 STUDENT SA

# DAY OF

# H O P E

## S E M I N A R

### HOW TO THRIVE IN A COMPLEX WORLD

As a teacher, you know it more than most: Life is a challenge for young people today. Modern teens are living in and set to inherit an increasingly complex world. Thanks to social media, climate change, rapidly evolving technology and constantly changing political leaders, nothing feels stable. It's no wonder many teens struggle to find a sense of identity, let alone any purpose in life. There are so many conflicting messages about what to do and whether they can achieve their goals.

The Hopefull Institute recognises how much young people are in need of a voice of positivity and a role model who reminds them to dream big, set goals and just go for it, no matter what. We created the Day of Hope motivational presentation for young Australians to hear this message in an engaging and inspiring way. We recommend this personal development seminar for teenage girls and boys aged 13–18, regardless of their background, demographic or academic achievements.

There are three modules in this seminar:

#### THE POWER OF PURPOSE

So many teenage boys and girls shrug when asked what they want to do in life because they're convinced they're no good at anything. Trapped in a society that presents everyone else as perfect, right now, they've become 'future blind'. The Power of Purpose encourages students to pay attention to their talents and character strengths and consider what they really want. During this session, students are reminded that motivation is only part of the equation. Before they take action, they need a clear vision for the future. Once they can see what lies ahead and how exciting it will be, they are inspired to take massive and decisive action towards their goals. Teens finish this session with a list of ideas and possibilities for the future and a reinforced belief that they can reach their goals.

#### JAILBREAK

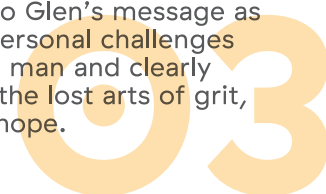
The Jailbreak module explores how today's students can transform their wellbeing and overcome their limiting beliefs. The greatest

moment of courage is the one when we decide not to be defined by our fears or past mistakes. When young people 'jailbreak' their mindset, they are free from shallow, default thinking and able to live their lives by design, starting from the minute the Day of Hope comes to its conclusion. This session plays an essential role in re-empowering youth by breaking the cycle of apathy many teenage students find themselves trapped in. Glen's personable style and relatable messages help them understand how to start building resilience and feel more hopeful about the future.

#### UNSTOPPABLE

The final, inspiring module in this high school motivational seminar teaches the power of setting 'moonshot' goals (as defined by Google), to help solve large scale problems. This personal development session helps students of all backgrounds. After hearing the incredible moonshot goals of companies and people around the world, plus Glen's own bold plans to make an impact, students are armed with the courage and hope they need to face challenges, pick themselves up and keep going. Glen's 'Unstoppable' message teaches that hope is the stubborn voice inside us all which insists, despite all evidence to the contrary, that something better is waiting around the corner. Teachers and school counsellors will also enjoy hearing Glen's moonshot stories so they can discuss them with students and remind them that the sky's the limit. Now more than ever, young people need to hear clear, consistent messages of positivity and hope.

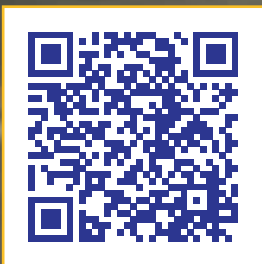
Day of Hope is an essential program for Australian schools that are proactively encouraging positive psychology, personal development and wellbeing for students. Compelling and thought-provoking, Glen's seminar is presented with energy, empathy and warmth. Even the most reluctant of participants will tune into Glen's message as he shares the extreme personal challenges he overcame as a young man and clearly explains how to master the lost arts of grit, optimism, courage and hope.



reawaken hope  
and inspire the people  
around you.

**start your  
7DAYSOFHOPE  
today!**

[7daysofhope.online](http://7daysofhope.online)

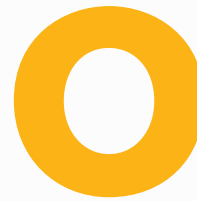


REGISTER TODAY





# HOW TO RAISE A TOUGH TEEN



Our world is becoming ever more complex socially, environmentally and politically. It is a world where many flounder, making it increasingly difficult for them to develop meaning or mastery.

Blinded by societal pressure and fears, many young people find themselves future-blind and disengaged. Rapid changes in technology, and increased addiction to social media have seen people becoming stuck in a permanent and ceaseless present.

For these reasons it is vital our children develop specific skills to enable them to be successful in this new epoch — skills such as adaptability, social and cultural interaction, productivity, self-management and problem-solving.

Three additional character traits your child will need to acquire in order to lead and to create positive impact in the world around them are examined over page.



## 1. BE PROACTIVE, NOT REACTIVE

Being proactive is about taking responsibility for yourself. We cannot keep blaming everything that goes wrong on our parents, our grandparents, our teachers, our genetics or our circumstances. Real change occurs when we resolve to make the necessary changes to bring about a transformation in our life. Our motto needs to be — If it's going to be, it's up to me! If our children are struggling in a particular subject, finding it hard to make friends or complaining that their teacher doesn't like them, don't let them throw their arms up in the air and say, "I quit!". Who told them that they had to accept failure? If life isn't going to plan, help them devise a strategy. Take them through the steps on how to organise a tutor or ask the teacher for more help. In order to have friends, one must be a friend. Brainstorm how they can show hospitality to those around them or how a small act of kindness towards a teacher may help them realise they really want to learn and hence build a more positive connection.

Most problems have a creative solution and, if they don't, work together to determine how to enable them to alleviate the discomfort and carry on. A proactive person uses language like — I can. I will. I must. A reactive person uses language like — I can't. Do I have to? or, If only. Teaching our children how to respond wisely to life's challenges rather than reacting blindly is a formidable trait. In our family, our first response in any situation is — we don't fuss, we don't react, we don't worry. We put together a plan and we execute it.

## 2. DEVELOP HARDINESS

I want my four kids to be tough! Yes, they also need to be vulnerable and open, but that is also about toughness, as it takes courage to be vulnerable. I don't want them to fall apart at the smallest things. I once caught my four-year-old daughter telling my seven-year-old daughter to "Toughen up, princess!" That was a proud parenting moment. Our family motto, (thank you, Brene Brown) is "WE DO HARD THINGS". It's plastered in large black letters across the top of our kitchen window. It's there to remind our children (and their parents) that, on occasion, they will be called upon to do hard things. They will be called upon to step up and be brave. Giving them the knowledge that they can do hard things — and I truly believe they want to do them — gives them the permission they seek to go for it ... and fail ... and go for it ... and fail ... until they get there.

A study found that entrepreneurs are three times more likely than the general public to have dyslexia and people with ADHD are also three times more likely to start their own company. Disadvantaged people, with a mindset and a heart set towards hardiness, can make setbacks work in their favour. We don't have to allow a closed door to remain closed. If opportunity doesn't knock, build a door or pick the lock. Learn how to survive and, if necessary, teach young people how to live by their wits, find a new angle and be creative.

## 3. HAVE A BIAS TOWARDS ACTION

Fortune favours the brave because the brave take action! We must help our children accept that in real life nobody is going to turn around their big red chair and say, I want you on my team. If they really want to progress, they can't wait to be ordained, approved of or picked out of a crowd of hopefuls and given a crown. Sometimes, uninvited, you need to make the choice yourself and take the action necessary to step closer to your goals. True leadership comes from within — following your heart. The truth is YouTube wants your child to have their own show, but they are not going to call; iTunes wants your child to write their own song, but they are not going to call either; Amazon wants your child to write their own book, but they are not going to text you. The platforms are available, the opportunity is at our fingertips, the audience is standing by, but the all-important ingredient, action, is elusive.

There are 13-year-old girls making \$8000 a month selling slime on Instagram and the highest earning YouTuber last year was a 7-year-old boy who made \$22,000,000 unboxing toys. Neither of these young people is smarter or more talented or possesses more opportunity than your child. What they both have is a bias towards action. They are willing to give things a go, fail, fail, get their heart broken and then try again. Soft skills are really not all that soft. They can be harnessed to help lift your child — and yourself — to a level beyond their current capacity.

BY GLEN GERREYN





"...thank you so much for taking the time to come and speak with us. You offered truly remarkable insights that not only give us the tools to tackle year 12 with less stress, but also tools that equip us for life. I have so many hopes and dreams that you have now given me the power to believe in their achievability. Your story is incredibly inspiring and the information you shared with us today, I'm sure will be incredibly valuable for the rest of my life."

ST CATHERINES, SYDNEY

"... I really took your advice of planning work and just spreading it out. I wasn't going to write my history speech until the day before, but today I decided to just write an opening sentence but ended up writing my whole speech. Just shows a little bit of work can get you going and get in the zone as you said."

ST JOSEPHS, HUNTERS HILL

"Thank you ... I'm extremely grateful and appreciative of you being able to share your knowledge and teach those inspirational facts to young students like me. I suffer from many mental health issues, however it's people like you that can change the world. You have made me realise what life is worth and how every single human can achieve great things. If we all become proactive as humans and truly put our mind to a task then anything is possible. Thank you for changing my outlook on life to become more positive and hopeful and I am honestly taken back by the knowledge that you shared. Thank you again... Keep motivating and encouraging students because it does make a difference!"

ST LUKE'S, DEE WHY

# BRILLIANT YOUNG

# MIND

# MIND

## SEMINAR

### LEARNING IN THE AGE OF DIGITAL DISTRACTION

#### EVEN BRILLIANT YOUNG MINDS NEED TO BE POINTED IN THE RIGHT DIRECTION

Young people today are growing up and inheriting an increasingly complex and competitive world, especially in the areas of learning and technology.

Time and focus is easily consumed and distracted by devices and peers. As educators, we are faced with the huge challenge of helping young people develop characteristics to help them become lifelong learners.

Brilliant Young Mind was created to remind students of the importance of education in all aspects of life. This inspiring and engaging seminar also teaches the essential skills students need to prioritise the right things, set goals and stay focused so they can achieve them.

#### A BETTER MINDSET FOR LEARNING

Brilliant Young Mind brings young people back to the core opportunity they have to achieve their educational goals. This seminar inspires students to continue striving for excellence. As they listen, they will gain a newfound understanding of the privilege and importance of education and its role in their transition into adulthood.

The seminar gives students an understanding of what successful study encompasses and how it can be achieved in a modern digital context. Students develop a greater awareness of the internal and external factors that impact study and education.

Using his signature friendly and approachable presenting style, Glen guides students on how to modify their attitudes and beliefs to achieve better results and greater satisfaction as a result of their hard work.

After attending Brilliant Young Mind, students are equipped with practical skills that enable them to effectively prioritise and manage their time, reduce fears of failure, combat stress, develop a growth mindset, trigger flow and become mindful.

Students are given organisational tools that can be immediately implemented for more effective learning and exam preparation. Young people who experience Brilliant Young Mind leave with a greater level of confidence and a sense of determination to develop grit so they can reach their educational ambitions.

After attending Brilliant Young Mind, students and teachers alike have raved about the relevance, vitality, and effectiveness of Glen's presentation.

#### OUTCOMES

Brilliant Young Mind is designed to help students:

- Describe and analyse their most effective way of studying.
- Develop and maintain a functional work environment and realistic study schedule.
- Take personal responsibility for workload and balance this with family and co-curricular commitments.
- Adopt a daily routine to consistently prepare for assessment tasks.
- Adjust personal attitudes and beliefs that lead to improved results.
- Understand the benefits of thorough preparation through consistent effort
- Seek assistance with areas of difficulty from school teachers, parents or other mentors.
- Foster grit and perseverance.
- Enjoy satisfaction in their educational experience through a more mature approach to study.





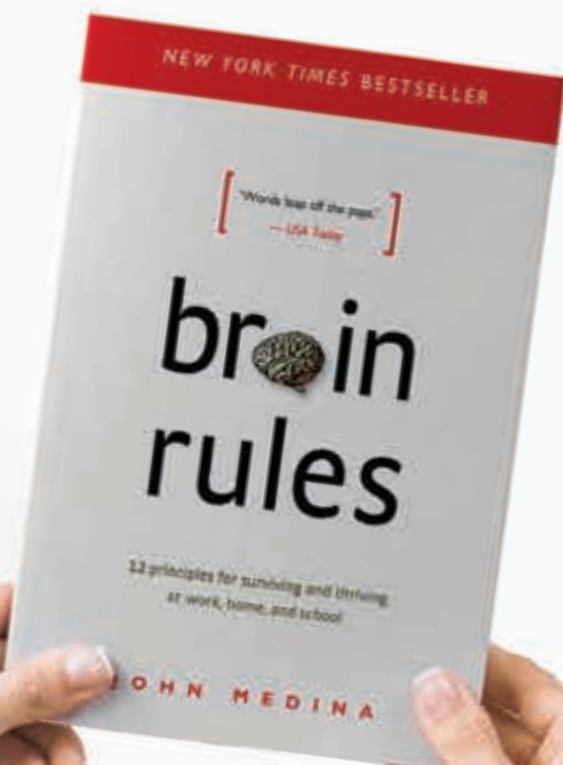
## THE BOOK

**Brain Rules** By John Medina



## INTRODUCTION

The brain is one of the most complex organs in the human body. In his book *Brain Rules*, Molecular Biologist Dr John Medina shares some of the most fascinating facts that rule our behaviour and the way we learn. While every person's brain is wired differently and we all process information in individual ways, there are a number of factors which have an impact on our mental capability and performance. Things like sleep, stress and even music have a powerful effect on our brain's ability to understand and store information. In *Brain Rules*, Dr Medina breaks down 12 important elements that influence the way we work, communicate and learn. The insights in this book are especially enlightening for teachers and students. As a teacher himself, Dr Medina shares how his research has shown him ways to make lessons more engaging and memorable. He has also included some of the secrets to retain more information when you're studying.



## 5 BEST QUOTES

“The brain acts like a muscle: The more activity you do, the larger and more complex it can become.”

“If you wanted to create an education environment that was directly opposed to what the brain was good at doing, you probably would design something like a classroom. If you wanted to create a business environment that was directly opposed to what the brain was good at doing, you probably would design something like a cubicle. And if you wanted to change things, you might have to tear down both and start over.”

“A lifetime of exercise can result in a sometimes astonishing elevation in cognitive performance, compared with those who are sedentary.”

“If you want people to be able to pay attention, don't start with details. Start with the key ideas and, in a hierarchical fashion, form the details around these larger notions. Meaning before details.”

“WE DO NOT SEE with our eyes. We see with our brains.”



## 7 BIG IDEAS

## 1. SURVIVAL

The human brain has evolved. While changes in our environment forced us to start walking on two legs many hundreds of years ago, they also triggered new ways for our brains to behave. One evolutionary change that is unique to humans is symbolic reasoning. This means we can look at one thing and interpret it to mean something else. A stop sign by the side of the road is a basic example. Symbolic reasoning allows us to understand each other's intentions and motivations. It has allowed us to coordinate as a group, and therefore take over the world.

## 2. EXERCISE

According to Dr Medina, research has found that exercise boosts brain power. Our early ancestors were used to walking for miles each day and the need to do this still remains. If you want to improve your thinking skills, Dr Medina recommends you get moving. This stimulates blood flow to the brain, bringing it glucose for energy and oxygen to soak up any toxic electrons that are left over. Dr Medina is also an advocate of exercise for school children, saying it helps their brains work better. As he writes, “Cutting off physical exercise—the very activity most likely to promote cognitive performance—to do better on a test score is like trying to gain weight by starving yourself.”

## 3. SLEEP

Sleep well, think well. Your brain is constantly fighting between staying awake and falling asleep (you probably notice the fight going on at around the same times each day). There is a strong argument for an afternoon nap—it is a biological drive that is almost universal and some executives even incorporate it into their work day. When you sleep, your brain is not resting. In fact, it is highly active, replaying what you experienced that day and helping you commit it to memory. Your brain is also taking the time to figure out the solutions to your problems, hence the term ‘Sleep on it’. While everybody needs a different amount of sleep and there is a wide spectrum of ‘owls’ and ‘larks’ who prefer to sleep at different times of day, lack of sleep is universally detrimental. Go without sleep and you’ll soon notice you are having problems with attention span and logical reasoning.

## 4. STRESS

Stressed brains don’t learn the same way. There are exceptions to every rule but generally speaking, when we’re stressed our brains stop performing as well. Consider a child who is going through a difficult time at home, perhaps because of a divorce or unstable family situation. Often, their grades will suffer. The stress impacts their ability to learn and their productivity at school. This experience isn’t limited to children and can be just as detrimental to adults in the workplace. Toxic, prolonged stress leads to feelings of helplessness as your brain and body fail to cope with the adrenaline and cortisol released by your body’s inbuilt defense system.

## 5. WIRING

Every brain is wired differently. Sit down next to someone, watch the same TV program and both your brains will respond to and remember it in different ways. But as you watch, your brain is literally rewiring itself as what you see is recorded and stored. This rewiring is constant but happens differently for everyone—and there isn’t really a clear rule for where information is stored in your brain. As a teacher, it is important to remember this. Different students have different strengths because their brains are wired in different ways.

## 6. ATTENTION

We don’t pay attention to boring things. According to Dr Medina, multitasking is definitely not a thing! Studies have shown it is impossible to do two things at once and being constantly interrupted causes us to take far longer to complete a task. As a teacher, it may disappoint you to learn that the brain’s attention span is only ten minutes long! After this, audiences begin to check out. To hold their attention, take a break, tell a story or place emotional ‘hooks’ in your lectures which make it easier for students to pay attention and learn.

## 7. MEMORY

Repeat to remember. When new information comes into your brain, it is immediately fragmented and sent to different regions. As Dr Medina writes, ‘The more elaborately we encode a memory during its initial moments, the stronger it will be.’ If you want to improve your chances of remembering, reproduce the environment where something happened. And repeat, repeat, repeat. Information will disappear if you only look at or practice it once. One interesting note in this chapter is that our memories are mixed in with all the other information that’s stored in our brains. This is why they are not always reliable.



READ MORE





# WHAT TYPE OF STUDENT ARE YOU?



In my work I have encountered thousands of students over the years and have been able to identify three distinct types of student. Narrowing it down to just three categories may seem like a big generalisation and many of us probably shift between categories at various times. Nonetheless, it is helpful in assisting us to understand some of our tendencies.

When I am in a room full of students, I feel I can accurately categorise each person in the room purely by the way they respond to me during the opening parts of my presentation. They are **Proactive**, **Procrastinators** or **Passive**.

## 1. PROACTIVE

Now how can I spot the proactive student? From the moment I start speaking, this student starts writing. They know, intrinsically, that the process of learning begins with them and their capacity to focus their attention on the subject in front of them. Writing allows them to take immediate action towards a task or goal.

Other characteristics of the Proactive include:

1. Action-oriented: These students go from vision to action in a matter of minutes. They get a vision for their life and act immediately, taking the small steps necessary to create momentum.
2. Goal-oriented: They set goals both long and short term and they achieve them through sheer determination.
3. Method-driven: Proactive students are methodical. They are systematic and businesslike in their approach to learning which is well thought out and driven by a logical and meticulous plan.
4. Motivated by achievement: They have a strong desire to set and accomplish challenging goals and are willing to take calculated risks to achieve their aims. They love to win.
5. Creators of opportunities: The old adage rings true here. There are people who 'make things happen'. Even when no options seem readily available, they create or manufacture opportunities.

## 2. PROCRASTINATOR

Unlike the Proactive, the Procrastinator 'waits for things to happen'. They remain passive to life and just expect everything to fall into their lap. Other characteristics of the procrastinator include:

1. Fixated on the present: Procrastinators live in the moment with no long-term plan of action. They only do things in order to move through the present with minimum fuss or disruption.
2. Delay-oriented: They put off tasks and only complete things at the eleventh hour. They have convinced themselves that they work better under pressure. They do enough to pass but not enough to create something truly epic. While pressure can make anyone begin a task, it also impedes creativity and leads to unoriginal solutions.
3. Procrastinator's motto: "There is always something better to do right now." Consistently delaying things that require immediate attention becomes a habit.
4. Committed to the waiting game: They wait for opportunities to come to them or for their circumstances to be perfect, instead of putting in a little energy and thinking about how to create opportunities for success. Don't wait for the stars to align. Seize the moment, because, as Leonard Ravenhill said, "The opportunity of a lifetime must be seized within the lifetime of the opportunity."
5. All talk no action: Procrastinators do have one thing in their favour. Often, they will have vision and they will have specific goals. They will even talk enthusiastically about their goals

and how one day they are going to get organised and get started. But, sadly, that day never comes.

## 3. PASSIVE

Lastly, there are those who wonder, 'What the ...? What happened?' They are not just passive, but indifferent. Sometimes during my seminars, I see passive students waiting languidly for someone to give them a pen even though the seminar has already been going for an hour and everyone else is engaged and taking notes. Or two hours into a presentation they are still refusing to take any notes or write any strategies down. They may even docilely look to their neighbour because they missed out on a workbook. But then they shrug their shoulders and accept that they've been overlooked — again. So, they sit there, indifferent, expecting that they will be okay as long as nobody notices. Other characteristics of the Passive include:

1. Lack interest: They are oblivious to what is being presented to them. Even in the most interesting of discussions or classes they sit unresponsive.
2. Disengaged: They do not get involved and only complete work if it is dragged out of them.
3. Lack initiative: Passive students lack the capacity to start anything and to act independently. They have no get up and go.
4. Satisfied with a fail: Have neither self-respect nor any level of commitment to excellence.
5. Disorganised: Not interested in completing tasks, sticking to schedules or formulating a list.

Now that we have looked at the three types of student, can you identify which category best describes you? Most people will be a combination of the three and will tend to vacillate between them depending on what task is being performed. But there is no doubt that you will see yourself occupying one of the categories a large percentage of the time. Within these descriptions there are identifiable actions that you can take today — not tomorrow — to become more proactive and to begin to experience the benefits immediately. Don't procrastinate or remain passive any longer. Live with a sense of wonder, awe and curiosity.

BY GLEN GERREYN







# POSITIVE

# PARENTING

## SEMINAR

### BUILDING BETTER FAMILIES

#### CONTEXT

As a father of four, Glen understands first-hand how parenting can indeed be one of the toughest jobs in the world. He also knows how rewarding it is to see one's children growing up feeling loved, assured and closely bonded with their parents.

#### SHIFT

In this one hour seminar, Glen shares the five fundamental positive parenting tools, based on positive psychology research. You'll leave feeling equipped with the skills to better connect with your children and to empower them to tackle a complex world. Our first responsibility as parents is to enjoy our kids. Because how you think about being a parent deeply shapes how your child will see the world. When you are enjoying your children you are teaching them that the fundamental engine of what makes a family thrive and flourish is joy, not angst, depression, despair or destitution but joy.

#### TOPICS COVERED INCLUDE

- How to help your child find a vision
- The rules of encouragement
- How to be where you are
- Teaching your children how to fail
- How to say you're sorry
- Making the home a refuge

"Thank you for your dynamic, energetic, positive talk last night. You raised many relevant points that my partner and I have been concerned about regarding teenagers in general. It can be difficult as a parent to explain to your son why our values, rules differ from his peers and why he may not have the same freedom others have, but be allowed a different type of independence that is set within boundaries."

"Fantastic seminar, I plan on setting up vision boards for my son and myself, and have already incorporated 'Selah' moments into my day. I am feeling more connected to my son. Thank you for hosting the seminar."

"Glen was in the moment and his words were so true to modern day situations. He definitely was an inspiration and made me feel that persevering and putting some new strategies in place would help myself cope with the stress my daughter is under with her schooling and ATAR. My daughter was so blown away with Glen's encounter I could feel that her spirit was lifted ten fold. Truly worthwhile."

"I just wanted to say a massive thank you for your inspiring and engaging talk you held last night for parents. I have attended many talks over the years about teens and how to be a better parent etc, but your talk last night was on another level!"



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# 5 POSITIVE PARENTING IDEAS



There tends to be a lot of anxiety about parenting in today's modern world. Parents are constantly asking themselves the dreaded questions:

“Am I giving my child the best chance at succeeding?”

“Am I choosing the right school?”

“Am I giving them the best opportunities?”

“Can I keep them safe from the underbelly of the internet?”

Predictably, behind every great child is a parent who thinks they are stuffing the whole thing up.

The reality is that most parents are doing the best job they know how, and when they know better they do better (Thank you, Oprah!). There is an old folk saying: “We are only as happy as our saddest child”. Why does this ring true? Because, as parents, we are so deeply connected, entangled and intertwined with our children that, when they are not happy, we are also not happy. My hope is that, as I share five of my key parenting focusses, you will discover at least one salient idea you can add to your good parenting repertoire and help you recognise that you are on the right track.

## 1. GIVE THEM VISION

An ancient Hebrew poem said, “Like arrows in the hand of a warrior, so are the children of one's youth. Happy is the man who has his quiver full of them.”

An arrow, however, is purposeless and aimless unless it is targeted somewhere. Likewise, you have to point your children in a particular direction for them to become effective. The place you point them to may not be their ultimate destination, but each step they take prepares them for their journey through life.

My foremost job as a parent is not to point out my child's errors, even though most days this would be easy to do. Instead, it is to identify their strengths and help them to use those strengths to run their life — this being the far more difficult and perceptive task. This strength-driven approach elevates their wellbeing and provides self-confidence and fulfilment. From the time my children were born, I was always looking for emotional,

character and physical traits that could unlock future fates. There are always hints as to the inclinations and tendencies a child might possess, but it takes an engaged and interested parent to identify and nurture their individual child's development. And remember, their inclinations and tendencies may not be the same as yours. Let them run their own race and avoid trying to live out your misspent dreams through them.

Another key way to help identify a vision for your child is by exposing them to a myriad of different activities and experiences and then watching to see what resonates and engages their heart and soul. This will give them options to draw out unseen strengths.

## 2. ENCOURAGE THEM

I work with teenagers every day and one of the things that saddens me most is how many say they have never heard a parent say they are proud of them or that they love them. It seems easier to encourage and love a baby, toddler, child or even pre-teen. With all the emotional outbursts, screaming and hormonal rage of a teenager, compliments may not come as easy. However, as parents it is essential that we praise even the slightest hint of the behaviours we want to see flourish in our children. Some parents have said to me, “If I praise them too often, it won't mean much.” But the reality is that much of the world is insecure and hell bent on ridiculing, mocking and taunting your teenager — especially in the vortex of social media. So, before they go out and face the world, make sure their cup is filled to overflowing at home with as much encouragement, hope and optimism that you can pour in. Keep talking with your children about EVERYTHING. Make no conversation off limits so when the time does come for them to bring some shocking news to you, they know you will listen without losing it! When teenagers feel the support from a loving parent, they know they can withstand the taunts from others and press on.

The best method of encouragement is to applaud the process rather than the outcome: honour the means, not just the trophy. Celebrate the early mornings and the late nights and how they listened to their coach/teacher and made the necessary sacrifices to achieve an outcome.

## 3. BE WHERE YOU ARE

Have you ever attended a party and the person you were speaking to was clearly distracted and scanning the room looking for people they

felt were more important to speak to? How did that make you feel? Pretty insignificant, right? That is exactly how our kids feel when they are trying to talk to us but we are flicking through the channels on the TV or scrolling our feeds on our smartphone even if we are in the same room as them. It is becoming increasingly difficult today to be where we are.

Have you ever lost your phone and then ‘lost it’? By that I mean lost your mind or your sanity and you scream out, “Has anyone seen my phone?” Have you ever checked your phone when you were experiencing a lull or momentary pause, like at the traffic lights? Even though we know it is against the law when we are in charge of a car, we just can’t help ourselves. I know we own these devices, but sometimes I think these devices own us! We are so distracted today by meaningless and worthless things while the important things are often ignored. We don’t know who our kids are hanging out with, but we know what someone we went to school with but never actually talked to, ate for breakfast this morning. Our smartphones are incredibly powerful devices that can connect us with people all across the world and disconnect us from the person sitting right in front of us. They are powerful devices for global reach but harmful for daily presence and connection.

To be where you are, it may help you to start placing some boundaries around your smartphone use. A mantra my wife and I try to adhere to is “Phones down when the kids are around” and recently I have restricted my social media time to 4:00 — 4:30pm. If I don’t check it in that timeframe, then I don’t check it at all. Small adjustments to how we use our devices can and will improve our relationships exponentially.

#### 4. TEACH THEM HOW TO FAIL

I know a 16-year-old girl who has battled with depression because she could not forgive herself for a mistake she made two years earlier. It is essential to help our young people acknowledge that failure is part of the process. The best way to teach our children how to fail is by sharing your failures with them. Share the stories of how things didn’t go to plan for you when you were going through adolescence (or, for that matter, any stage of life) and yet you still made it through. You have been there before so show them that they are not alone and that they are strong enough to overcome any obstacle. Don’t be the one to go to the school office and attempt to sort out their problems for them. Talk them through some strategies and empower them to fight their own battles.

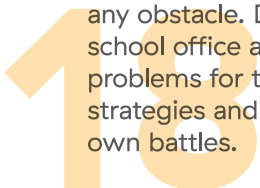
The new term for a parent who wants to clear all the obstacles and challenges from their child’s path is called a “snowplough” parent. But clearing every obstacle and never letting them fail, fall or be disappointed does not develop resilience or grit. It’s not what you leave to your kids that makes them great, it’s the deposit you leave in them. Be a shining example to show them that failure is not fatal.

#### 5. MAKE THE HOUSE A HAVEN

Home should be a sacred and protected place. I know that extreme situations occur in families but, as much as possible, we should never tell our kids to “Get out”. Home needs to be a safe haven and a place of refuge. I know my children are going to make mistakes, mess up and do dumb things. I know your children are going to make mistakes, mess up and do dumb things. How can I be so sure? Because when you and I were their age, we all made mistakes, messed up and did dumb things. But, no matter what they do, at any age, our children need to know that, when they come home, they will receive mercy and forgiveness. Yes, there may be consequences from their actions but in the end, the goal is for your child to be healed and restored. Then together as a family we can go out and face the world together. This family unit you have created is a tribe and there should be no obstacle so great that can destroy the connectedness and harmony of this family. It’s a choice we can all make to ensure our family bond remains unbreakable.

Lastly, just in case nobody has ever told you, let me say to every parent out there, You are doing a fantastic job as a parent. Your kids may, from time to time, ignore you and berate you, but when they are sick, hurt or in trouble, they don’t want their friends, they want you, their mum and dad. Nobody can restore and empower their heart and soul like you can. You are truly the most important people in their life, even though sometimes they may not show it. I salute and applaud all the parents out there, especially the ones taking the time to read this far on a parenting article. No matter what field we work in, we should always take the time to educate ourselves in that area. This is certainly never more true than in the field of parenting — our most important life role yet.

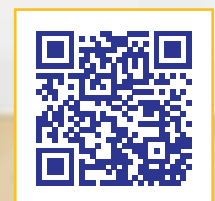
BY GLEN GERREYN





# Do the things hopeful people do...

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A person wearing a white astronaut suit is lying on a bed. A blue jacket is visible under the suit. The scene is lit with a soft, warm light. The word 'HOPE' is written in large, white, stylized letters across the center of the image. The letters 'H', 'O', and 'E' have diagonal hatching patterns. There are four small white starburst icons: one above the 'O', one to the left of the 'H', one to the right of the 'E', and one below the 'O'.

# HOPE

is not a trivial or an ethereal idea.  
Hope at its best is grounded in reality,  
encourages vulnerability and is  
filled with abundant possibility.









# CHOOSING A SCHOOL



There can be a lot of anxiety for parents when it comes to choosing their child's school. Questions like — Have we made the right choice? Is this the right school for my child? These quandaries often plague parents, not just when they are making the choice, but even years later.

I have had the privilege of working in schools around the world for 20 years, visiting and actively engaging in the social fabric of over 500 schools in every state, across a broad spectrum including public, private, Catholic, Protestant, Christian, Jewish, Steiner, comprehensive and selective schools, single-sex and co-ed schools, specialist high schools that house sporting academies and schools specialising in the performing arts — to name a few. Not only have I been employed to visit such schools but I have noted tremendous differences in school culture — in the behaviour of students, their attitude to learning, the staff's commitment to their pupils — and I have also observed leadership structures of varying degrees of effectiveness. I have been privy to staffroom chatter and gained an insight into day-to-day school life.

As a speaker, my primary focus is to connect with my audience. I need to have an understanding of who they are and what they stand for and believe in. Over the years I have developed a high level of discernment — the ability to ascertain how to scratch exactly where my audience members are itching. It is from this level of experience that I would like to share with you my top 10 tips for choosing a school for your child. To answer the question of what is the right school for your child, I first need to ask you a question — What is your vision for your child? The answer to that question could be the most significant thing you get from this article. By vision, I mean what kind of person are you endeavouring to raise? What kind of person do you want them to become? Not just in terms of academic results but character traits. Parents need to have a vision in their mind's eye of what their child could become — notice I said 'become' and not 'do'. We are not raising human doings but human beings. The clearer the vision, the easier the decision will be on which school fits the vision. Below are 10 tips to help you make an informed decision.

## 1. LEADERSHIP

Everything rises and falls on leadership. While, sadly, the debate on private and public schooling will continue to distract us, the real issue is what makes or breaks a school but is never discussed, and that is leadership.

I have seen both private and public schools become elevated through strong leadership and come to utter ruin because of a lack of leadership. Be open to all kinds of schools but choose them based on leadership rather than type. The easiest way to critique a school in this manner is to see how well the school receptionist greets you. If leadership is strong it will echo through every facet of school life.

## 2. VALUES

Does the school you choose for your child share the same values as your family? Are you clear on what values you want passed on to your children?

Every school in Australia has its core values displayed somewhere in the foyer. The key question to ask is how these values are instilled in the students. When you find a school with a similar value set to your family's, make sure they are reinforced at home. If the school has a set value position and policy in place regarding behaviour, punctuality and dress code, make sure these same values are bolstered in the home. If you don't share the same values as the school, send your child to a school that does.

## 3. OPPORTUNITY

What sort of opportunities are available for your child to pursue at the school of your choosing, not just in terms of subjects, although that's important, but extracurricular activities? I strongly believe that every child has a unique talent or gift. Our role as parents is to provide a place for those talents to be cultivated. Talents without opportunity to germinate are destined to be lost forever.

## 4. DISCIPLINE

What are the school's procedures regarding disciplinary issues? How are disputes handled? How will I be notified as a parent if my child has behavioural issues or is a victim of bullying and what can I, as a parent, do to support the school in these matters? As a warning to parents, your child may at times be unjustly punished. Life is unfair and not everything will go their way. However, you can help them to develop resilience and allow them to serve the given consequence.

## 5. COMMUNITY

Everyone wants to belong; it is a fundamental human need. Social networking is trying to achieve what, in the olden days, only family could — a sense of connection with like-minded others. Make this one a priority. It will improve the wellbeing of your child in ways you couldn't imagine.

## 6. SPIRITUALITY

Please don't misread this. I am not talking about religious fundamentalism or militant atheism, either side of this pendulum is dangerous and both preach intolerance. We want to raise open-minded children who become seekers of truth. Information fills our heads with knowledge but leaves our psyche empty. Life's mysteries must be reflected on in order to develop a healthy soul.

## 7. SOCIAL JUSTICE

No parent wants to raise a self-centred, narcissistic child. We live in a global community and, as global citizens, it is vital that we foster empathy. Empathy is more than a feeling, it creates a desire to take action on behalf of those less fortunate. It is an emotion that must be taught and developed in order to bloom into full-scale social transformation.

## 8. TRADITION

Sadly a sense of tradition has been lost in our throwaway consumer society. Nothing gets passed or handed on because everything is consumed and thrown away. Whether it's a story, a poem or a custom, as humans, we need to connect with those that have gone before us. It fortifies us and helps motivate us to continue to learn, grow and move forward.

## 9. DISTANCE

Be practical, where possible, with the time involved in getting to and from school. Your child will spend 78,000 hours at school from K-12. Adding unwanted travel to this probably won't instil in them a lifelong commitment to learning. If you find yourself with little choice as to the distance from home, be committed to your child's education and find ways to make the travel time fun and use it effectively.

## 10. COST

A practical consideration, but obviously very important. There will always be costs to consider and I am not just talking about school fees, because public education is free but it's

not cheap. There are uniforms, textbooks, excursions and extracurricular activities, but I personally couldn't think of a better investment than our children. Additional information regarding data on individual schools is available from the much advertised myschool website. While there is some very good information on this site, I personally would not recommend making such an important decision solely on this information. Data is important. If I were raising a robot, it would be all I needed. However, I am parenting a human being, who is complex, profound and multidimensional.

Choosing your child's school is an important decision. The environment in which your child learns and grows will play a significant role in their attitudes, beliefs and behaviour. However, the most essential environment for your child is a home that is loving, supportive and committed to setting them on the pathway of a life of learning.

BY GLEN GERREYN





## TESTIMONIALS




“I wanted to send you this email to thank you properly because as you were finishing, I was sort of freaking out because I was so stuck in an emotional and moved state for an hour, I couldn’t process any words to express my absolute love for what you had delivered. This was the best talk we have ever received at Downlands College and I think your real passion and plain hard truths really hit hard to many students and teachers. I have to admit, there were a few times that I was getting shivers and tears simply because, even as I saw with 130 students around, it felt like you were talking directly to me and telling me everything I knew I needed to hear but didn’t want to say myself.”

YEAR 11 STUDENT  
DOWNLANDS COLLEGE, TOOWOOMBA

“Thank you so much for reminding me that there is an opportunity and reason to live I honestly didn’t think that was possible. Thank you for bringing my year group even closer together, I know you touched every single girl in that rooms heart. Thank you for being so honest with people and giving me and everyone HOPE. Thank you for reaching out to everyone, it was like you personally knew everyone in the rooms story and reached out to all of them individually. Thank you for inspiring me to live.”

YEAR 11 STUDENT MERCY COLLEGE,  
CHATSWOOD



Imagination is everything.  
It is a preview of life's  
coming attractions.



Albert Einstein

The way I see it, leading a meaningful life is not optional. Having meaning in your life is essential because it helps you contend with adversities that the years will inevitably bring. Without proper engagement, our life can sink into a black hole. Time will pass but nothing will really happen. Building a vision for our lives emboldens us. As Tony Robbins says, “Where focus goes, energy flows.”

People around the world, including great leaders, put together vision boards for their lives. This is a visual depiction of the things they want. From a new puppy to being named the Dux of the School, you can add any type of image to represent your vision.

Hang your vision board where you can see it every day and inspire yourself to set plans and keep striving to reach your goals.

A vision board is a powerful tool but it can be confusing to know what to include. I have put together an infographic to act as a vision board checklist and give you guidance. This includes different categories, including your sporting or career goals, your health and fitness goals, your financial goals and more.

Before you take a look at the infographic, dig a little deeper to figure out how to determine your visions for your life.

### How do you find a vision for your life?

1. Spend time with yourself. If you want to get to know somebody, you spend time with them. If you caught up with someone every week for an hour, you would find out what makes them laugh, what makes them happy, and what they care deeply about. The constant distractions of today's world mean we rarely spend time alone with ourselves. Try to find some time to do this. Allow yourself to ponder your purpose and what you really want out of life.

2. If you can't come up with a vision for your life, serve another person's vision. Not everybody has to be a leader in the traditional sense of the word.

Find someone who inspires you to become a better person and help them make their vision come to pass. Placing yourself in such environments changes your perspective and can trigger you to do more with your own life. When you stick close to someone who is doing great things, you gain wisdom and insight from following their directives.

3. Explore. If you haven't found your calling, it's probably because you haven't seen it in operation. Now's the time to experience something new, go to a theatre production or a sporting game, read a magazine about an industry you have never heard of. Be curious. Dr Dre's uncle smuggled him into a club when he was really young. When he saw the DJ scratching on a turntable, it “messed him up”. In other words, it was an awakening experience. The earth is always humming, trying to tell you who you are. Listen, explore and live with a sense of wonder for what is around you. A single moment can inspire a completely new path.

### Vision board checklist

- Gather supplies (canvas, images, glue, pens etc)
- Choose your categories (e.g. personal goals, family goals, travel goals, financial goals)
- Get creative! Cut out or print images of what you want, include inspiring quotes and add pictures of the people who you most admire.

There is no real right or wrong for your vision and you can use this vision board checklist as a guide. Don't forget that your vision board may change from time to time as you achieve your goals or gain clarity about your direction in life.

BY GLEN GERREYN



VIEW INFOGRAPHIC

26



# MEN OF HONOUR X

10 WORKSHOPS TO DEVELOP CHARACTER

This course is a social and emotional well-being program filled with activities and thoughtful discussion points to promote robust debate between young men and their mentor helping to develop a greater sense of self-regulation.

Men of Honour X is a series of ten workshops highlighting the power of an individual's choice in the areas of exercise, nutrition, money, relationships, risk taking and sex. It explores the portrayal of men in society, perpetuated by the media, and the subsequent effects on male identity and behaviour. It exercises core skills and cultivates characteristics that are proven to strengthen resilience and good mental health. And it emphasises the power of mentorship from honourable men that young boys need and should seek out.

MEN OF HONOUR X is ideal for groups of teenage boys to be guided through by a facilitator who could be a teacher, chaplain, coach, counsellor, leader or older role model.

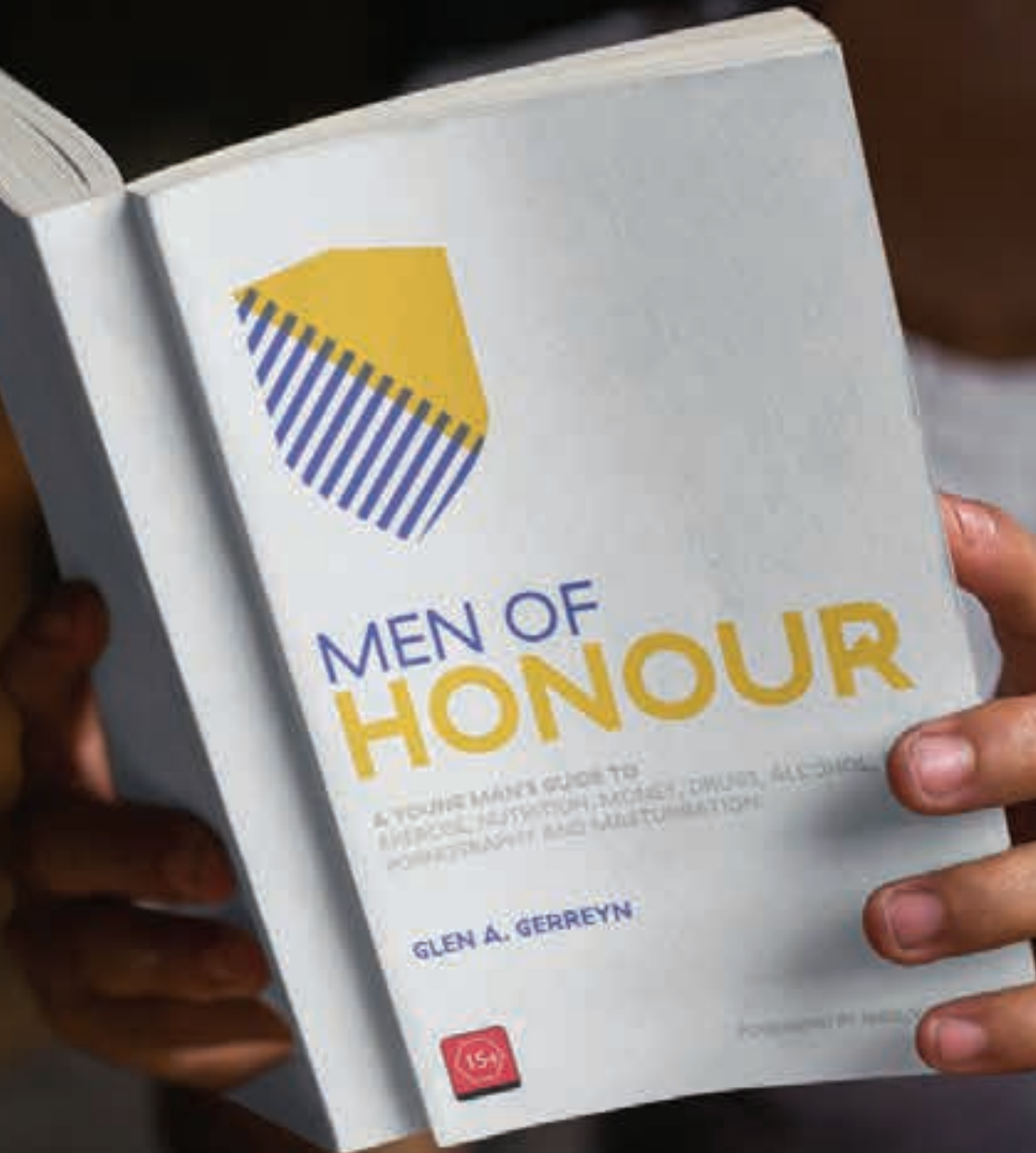
Each workshop has the capacity to run for 45 minutes. Facilitators are free to select which activities to complete within the time allocated. However when robust discussion and engagement occurs, allow the conversation to extend to the time you have earmarked. The focus should be on what drives interest and connections between the facilitator and the participants.

The MEN OF HONOUR X Starter Pack includes;

- 2 copies of the Facilitators Manual – 152 pages
- 30 copies\* of the Participants Playbook – 102 pages (\*Class set)
- 2 copies of Glen Gerreyn's book MEN OF HONOUR (each workshop includes excerpts from this book)
- 1 USB containing 67 screen graphics
- Parents Letter (digital copy on USB)
- Pre Workshop Evaluation Form
- Post Workshop Evaluation Form



GET YOUR SAMPLE



# MEN OF HONOUR

A YOUNG MAN'S GUIDE TO  
ENERGY, NUTRITION, MONEY, DRUGS, ALCOHOL,  
PORNOGRAPHY AND MASTURBATION

GLEN A. GERREYN



MEN OF

# HONOUR

SEMINAR

## ANSWERING BOYS' MOST PRESSING QUESTIONS

Presented by renowned school speaker Glen Gerreyn, the Men of Honour presentation delves deep into all the hard questions and shows teen boys what it means to be a 'real man'.

### STUDENTS LEARN

- why the definition of masculinity has become so complex
- the prevailing myths that are holding teen boys back
- why being a 'good man' doesn't mean acting like a girl
- what respectful relationships really look like
- that they're not the only one struggling to deal with taboo topics that nobody seems to be talking about

This informative, funny and frank presentation has been delivered over 1000 times to teen boys across Australia, showing them how to navigate the complex landscape of masculinity and become the man they want to be.

Availability for Glen Gerreyn's sought-after Men of Honour presentation is limited and booking ahead is essential.

**Attendance is strictly boys-only!**

"I'm just sending this to thank you for your Men of Honour talk. You inspired me to get my act together nutritionally and physically, I brought out my old weight set and started training again. I also adopted the one junk food day and have already bought some protein bars to replace some un-healthy snacks. Thank you so much, you really helped me get my life back on track."

YEAR 10 STUDENT ORMISTON COLLEGE

"I listened to your presentation Men of Honour and it has yet to escape my train of thought; it's safe to say I was incredibly inspired. As a young teenager, I watched a lot of pornography, in fact too much, and I rarely went to breakfast. Although these were regrettable actions each and every day, they were habits I couldn't kick. Your presentation gave me the realisation that these habits are getting in the way of me being successful. It has been seven days since your seminar and I have eaten breakfast at 7.30am each day, and that will continue. I also haven't watched pornography, and I refuse to do again. I feel great, I feel energetic during the day and I have no guilt from an immature habit I once saw as a necessity."

YEAR 12 BOARDER

"As a mum of a teenage boy who attended one of your sessions, I just wanted to say thank you. The impact you had on my son was profound. The conversation we shared last night was open, honest and rooted in deep respect and understanding for the content you delivered. Many thanks for what you bring into the lives of these young people."

PARENT SACRED HEART COLLEGE, SOUTH AUSTRALIA



## THE BOOK

**Emotional Agility** By Susan David



## INTRODUCTION

With *Emotional Agility*, business consultant and psychologist Dr Susan David has created a game-changing guide for anyone who wants to live their best life. If you're 'emotionally rigid', you're blind to new experiences and possibilities. You'll find yourself stuck on the same path, even though it has made you unhappy for years. In her book, Dr David explains how to embrace emotional agility and make your feelings work for you instead of against you.

This book is full of thoroughly researched detail as well as amusing anecdotes as it explains how you can live your best life. *Emotional Agility* is a journey through yourself and an invaluable lesson on how to make that self better.



## 5 BEST QUOTES

"Courage is not an absence of fear; courage is fear walking."

"The most effective way to transform your life, therefore, is not by quitting your job and moving to an ashram, but, to paraphrase Teddy Roosevelt, by doing what you can, with what you have, where you are."

"In looking for the right places to make these tiny changes, there are three broad areas of opportunity. You can tweak your beliefs—or what psychologists call your mindset; you can tweak your motivations; and you can tweak your habits. When we learn how to make small changes in each of these areas, we set ourselves up to make profound, lasting change over the course of our lives."

"People frequently die in fires or crash landings because they try to escape through the same door they used when they entered."

"Who's in charge—the thinker or the thought? Are we managing our own lives according to our own values and what is important to us, or are we simply being carried along by the tide?"

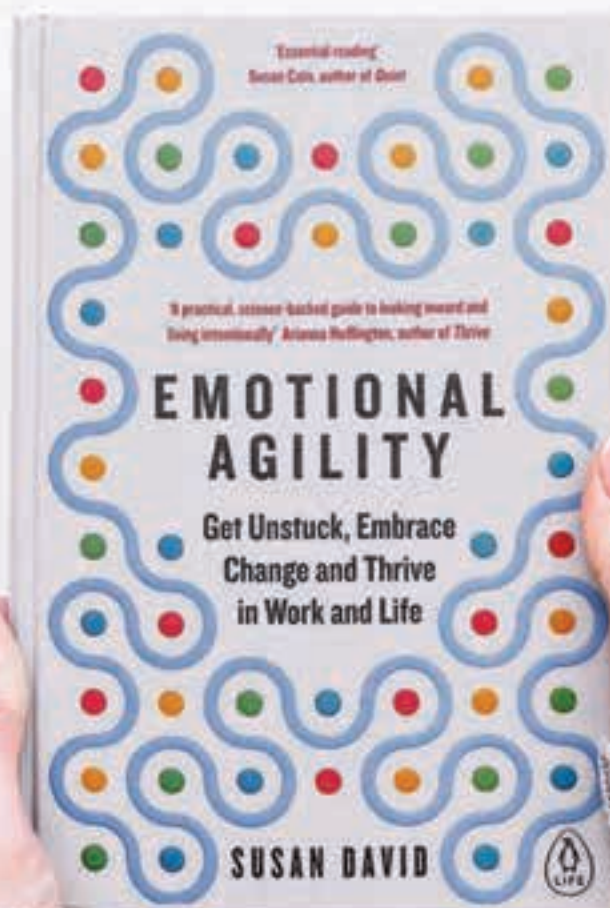


## 8 BIG IDEAS

## 1. RIGIDITY VS AGILITY

Emotional rigidity means that you are stuck in your ideas and emotions. Picture a Naval officer demanding a lighthouse change course without realising it wasn't a ship.

The belief was that his vessel had right of way but such rigid thinking could have led to catastrophe! Adopting agility in your emotions is more likely to steer you on the right path and allow you to be flexible when you need to be.





## 2. HOOKED

Dr David describes the ‘hook’ that Hollywood scripts use to inspire interest. The hook is the basic premise that is there to lure in the audience and to keep them interested. In our own everyday lives, a ‘hook’ is a thought or emotion that draws us in and keeps us preoccupied. These hooks are often drawn from simple facts that we distort through our own evaluations and worries. For instance, thinking about school may lead to thinking ‘I never get the marks I want’. We can all too easily learn to live by these hooks and they are often extremely counter-productive. The four most common hooks are:

1. Thought blaming: – “I thought I’d embarrass myself, so I didn’t go.”
2. Monkey mindedness: Dwelling at length on a situation and ‘awfulising’ the circumstances.
3. Old, outgrown ideas: Believing that you must always act in ways that you have in the past, even when the circumstances might prove otherwise.
4. Wrongheaded Righteousness: The need to be ‘right’ at all costs.

## 3. GETTING UNHOOKED

Dr David describes ‘bottlers’ and ‘brooders’ when it comes to getting unhooked. Bottlers refuse to acknowledge negative emotions. Brooders spend altogether too much time dwelling on them. The bottler’s emotions are suppressed until they explode outwards when the pressure becomes too much. The brooder’s emotions overwhelm them and drag them down. Dr David says that finding a happy medium is the best way to become unhooked. Accept negative emotions for what they are, let yourself feel them but don’t let them take over. Doing this can help you to find the best way to move forward.

## 4. SHOWING UP

It is important to accept and acknowledge emotions as they arise. This is what Dr David calls ‘showing up’. Showing up to your emotions can allow you to feel what you need to feel as well as working through your negative emotions. Showing up lets you validate your feelings. Whether they are appropriate or not, they are your feelings and you are entitled to feel them.

## 5. STEPPING OUT

Stepping out is the next element. After allowing yourself to feel your feelings, showing up requires you to face them. Stepping out reminds you to take an objective view and assess your emotions. This can help you filter feelings that may not be entirely appropriate and to find ways to deal with what you are feeling. When you step out objectively, you are in control of your feelings and not the other way around.

## 6. WALKING YOUR WHY

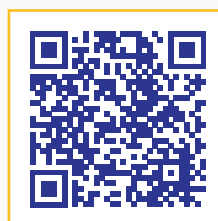
‘Walking your why’ means discovering what is important to you and acting accordingly. When you walk your why, you live by your personal values as closely as you possibly can. Living by your values will help to make your life more meaningful and satisfying. While it is not always possible to work or live the exact life you wish, there is usually a way to make your life or job fit better within your values.

## 7. TINY TWEAKS

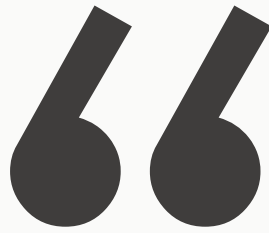
Small tweaks make the journey towards walking your why easier. You can find ways to make your work more fulfilling by finding what it is about your job that fits your values, finding ways to expand your job to fit your values or, if all else fails, working out a way to move on. Rather than brooding or bottling negative emotions around a life situation that you find unsatisfactory, make a tiny tweak. Talk to your boss or your partner and work on a change that will improve your quality of life.

## 8. THE SEE-SAW PRINCIPLE

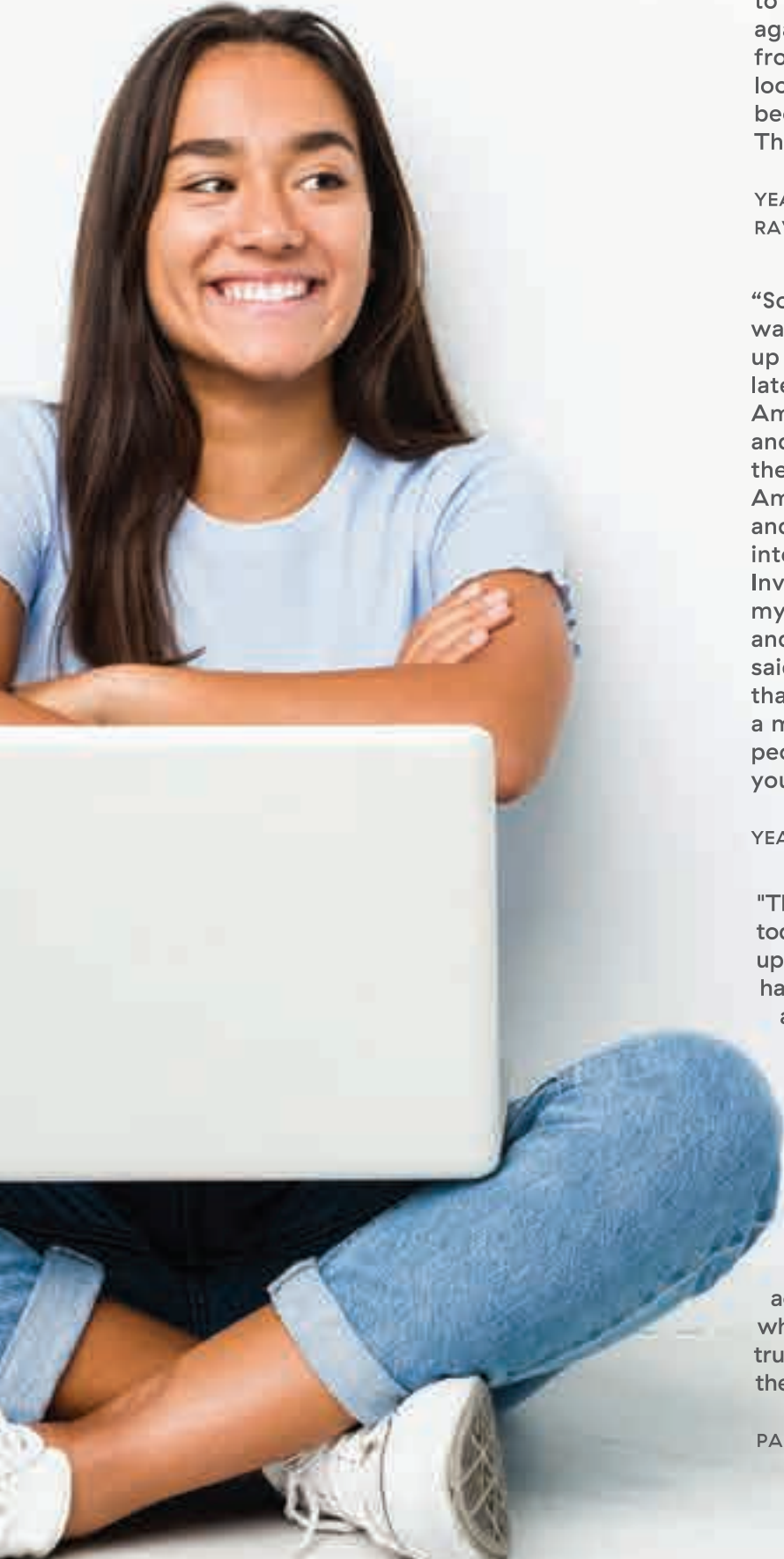
In life, you need to find the fine line between challenge and boredom. The see-saw principle is about finding that balance. If you find yourself in over your head, you need to seek help or support. On the other hand, if your level of competence makes you bored or complacent it is time to find ways to increase the challenges in your life. A fulfilling life means enjoying challenge without being overwhelmed. In fact, David says that ‘whelmed’ is the best place to be!



SCAN FOR MORE



## TESTIMONIALS



“I want to thank you from the bottom of my heart for how much you impacted me. I must say; you weren’t kidding when you said you wouldn’t baby us. I found myself crying a lot in the first session purely because you made me look at myself in a way I’d always fleetingly considered but simply ignored. You broke me and then built me back up. I am now filled with so much hope that I can fit these pieces back to create a better me. Thank you again and again for everything. You pulled a mirror in front of me and forced me to have a good look at myself. It hurt but I believe I can become a better person because of it. Thank you from the bottom of my heart.”

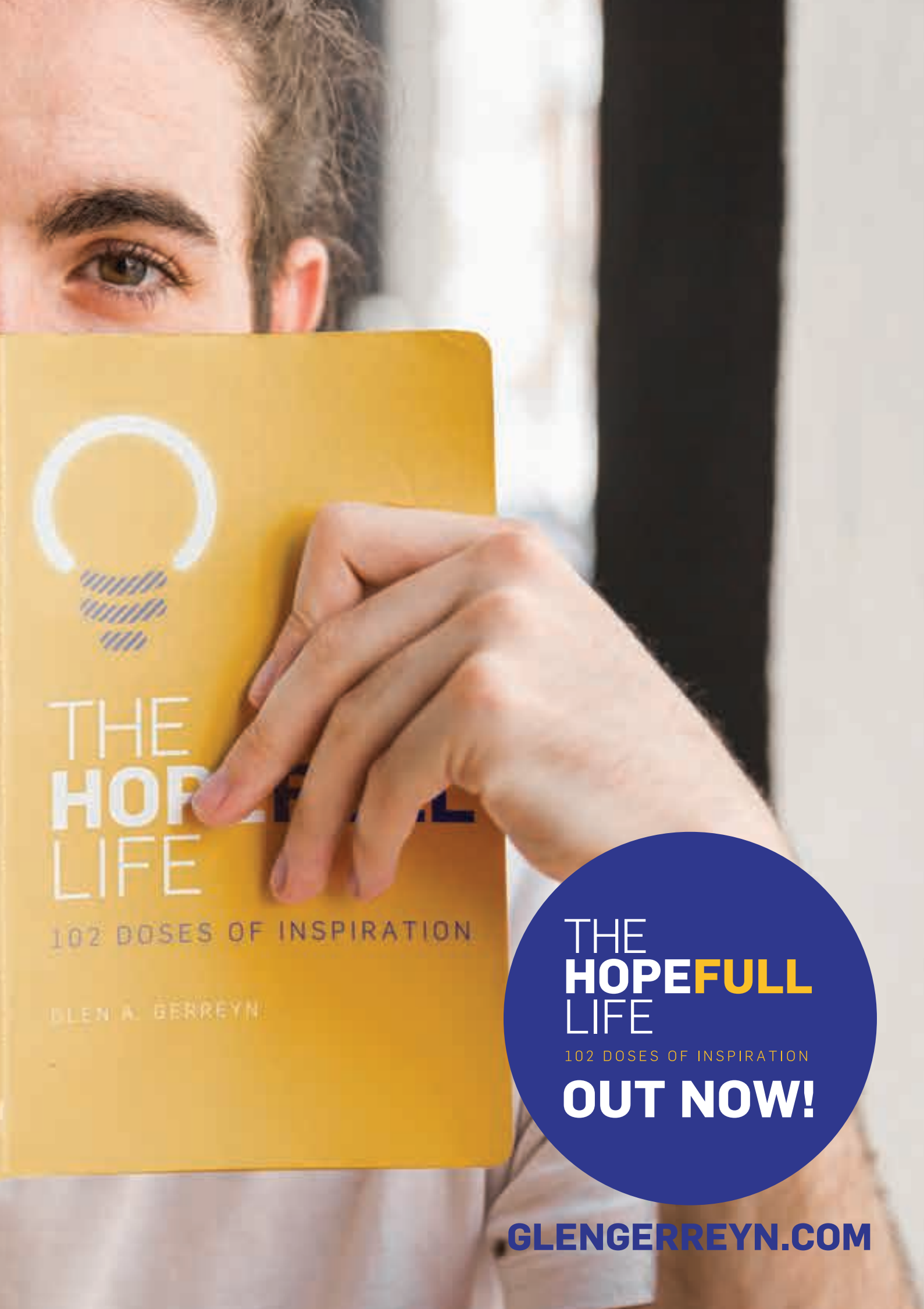
YEAR 11 STUDENT  
RAVENSWOOD SCHOOL FOR GIRLS

“So here I am, the kid who before didn’t want to be alive, didn’t even want to wake up in the morning, and now just 9 months later I am the manager of St John Ambulance NSW North Rocks, saving lives and delivering medical interventions. I have the amazing opportunity to be on the NSW Ambulance planes flying to critical patients and delivering front line medical interventions. I won the Granville Invitational – Dr Bruce Kinghorn Award for my ability to deliver medical interventions and I made it into uni even when everyone said I couldn’t. Glen I want you to know that your lecture is what inspired me to be a man, not a boy and to be a person that people look up to and not down on. Thank you.”

YEAR 10 STUDENT

“Thank you so much for visiting Scots College today. My son spent the afternoon cleaning up his room in readiness for Years 11 & 12. I have never seen him talk so animatedly about a guest speaker to the school before and those boys have been extremely fortunate to be visited by a great range of inspiring visitors over the years. It was not that long ago when he did not even want to be here anymore and he was just living one day at a time. Now I see this boy really excited about the subjects he has chosen and the goals he wants to achieve academically in the next couple of years which is amazing. Your words really rang true with him in how he can best go about these aims in a very practical way.”

PARENT, THE SCOTS COLLEGE, NSW



THE  
**HOPEFUL**  
LIFE

102 DOSES OF INSPIRATION

GLEN A. GERREYN

THE  
**HOPEFUL**  
LIFE

102 DOSES OF INSPIRATION

**OUT NOW!**

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## BEWARE: MOTIVATOR IN THE ROOM



He speaks to thousands of people each year and quite surprisingly many of these young men and women often sit in his midst feeling somewhat exhausted.

They are wearied by two things, firstly the energy that oozes from him with every word and

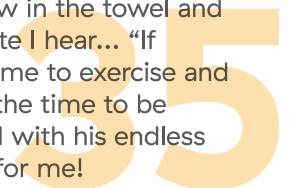
every angle he holds his body makes you wonder where your dose of life got lost this morning. You conclude it was probably redirected to his biceps! Then secondly what he expects of his audiences makes you wish the ground would swallow you and end it all before his message truly takes effect. Does he actually mean we must stand from this comfortable chair and take some action to change our world?

You see the big dilemma is that Glen Gerreyn believes in the potential and abilities of his audiences and knows in his heart of hearts that they are capable of more than what they are currently achieving. It is for this reason he leaps from his bed each day to deliver this message to his next unsuspecting audience. "You have more strength, more courage, more hope, more wisdom, more faith, more determination, more skill, more experience than what you had yesterday."

I write now to those audience members who have felt overwhelmed and inadequate by this belief Glen has in humanity. To you I say...TRY LIVING WITH HIM! You felt inundated with his big message and even bigger life after five hours!? Imagine how I feel after almost 20 years!!!

Hi, my name is Belinda and I am the wife of Glen Gerreyn, besieged daily with a motivator in my home.

When a wife and working mother of four wants to collapse on the couch at the end of a busy day I hear... "There is more in you than what you think you've got." When I want to leave the house in a mess or neglect my responsibilities and switch on 'Netflix' I hear.... "You have one life to give, what are you going to give it to?" When I want to give up, throw in the towel and eat an entire block of chocolate I hear... "If you're not going to find the time to exercise and eat well, you had better find the time to be sick!" So if you feel exhausted with his endless motivation? Spare a thought for me!



My scary revelation about these statements is that they no longer come from Glen's mouth. They are now present as little voices in my head, trapped in my brain indefinitely. Glen and I have been married for 18 years and I have to admit I am changed person for having taken that journey down the aisle. One of the most significant being that I no longer eat chocolate before 3:00pm. For those who were acquainted with my former self, this simple fact is ground breaking!

I have had the privilege of experiencing many of Glen's seminars so I have heard these phrases spoken with gusto and passion a number of times. Each time I have been impacted. What is more remarkable for me however is that I see Glen, face to face, day to day living what he teaches. This first hand witness has left me with no choice but to try to follow suit and practice what he preaches.

As a married couple we are fortunate that our tiffs are few and far between. In our early days the few that did occur erupted because of my negative self talk. Glen does not tolerate it when I speak badly about myself. Once we collected photos we had developed at the mall and flicking through them I commented "I look terrible with brown hair." (I had just dyed my hair in one of those weak moments we women have.) In great frustration he barked "Why must you speak like that about yourself" then grabbed the photos and proceeded to walk five kilometers home, not wanting to be in the presence of such negativity. It hurt him that I would speak like that as it went against his core beliefs. It grated against his very being. This is one of the many attributes that make him so good at what he does and why his work is so vital for Australian teenagers.

He has created a home for our growing family that is positive, inspiring and safe. By safe, he certainly does not wrap us in cotton wool. He wants to see both myself and his kids fail at things we pursue, but is ever present to encourage us to "pick ourselves back up, dust ourselves off and try again." He is building a resilient and courageous family and this is what he seeks to create in schools. He sees a generation of resilient, robust and courageous teenagers who do not shy away from challenges but tackle them head on no matter how silly or unsuccessful their attempt may seem. The knowledge that they have tried now leaves them with more experience and thus a greater chance of success for their next attempt.

You will never hear from Glen "I had a bad day." He'll be the first to admit that moments of his

day were bad, but you will never hear him surrender an entire day to the bad side. His level of enthusiasm as the sun rises each morning will never be squashed by a single person, circumstance or event. Even suffering from an incurable disease will not steal his joy.

But in saying that I think his cure to this incurable disease is the very joy he embodies. In the 25 years he has suffered from Ulcerative Colitis his present health has not been exceeded. For Glen, there is always something to be thankful for and there exists beauty in his life to be acknowledged. I am sure this transpires into health for his body.

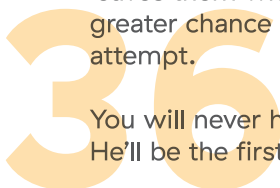
While Glen's level of motivation, positive self talk, hope and belief can seem exhausting to us mere mortals, I could never express my gratitude for the day he first sauntered into my office and interrupted with "tell me a bit about yourself." Whatever he saw that day was enough for him to ask me out on a date and the rest is history. If what he saw was a raw, unmotivated specimen on whom he could inflict and subsequently test the tricks of his trade, I don't care. I could not have dreamt of a better husband even if I had sat through his very own 'Unstoppable' seminar where he gets you to stretch, and stretch and stretch again, your dream.

For now I had better sign off...Glen is looking over my shoulder because my deadline for completion is approaching in a matter of minutes and my next task awaits! There is no rest for the wife of a motivator... And I think this pace will continue now his sights are set on the year ahead... but we would have it no other way.

Finally though, it would be remiss of me not to put out a warning to those future audiences in Glen's path. There is a new day approaching when in front of you a crazy, bald headed black man will appear with microphone in hand. His truly incurable disease of hope, passion and discipline just may infect you and change your world forever. You will not remain the same.

Don't say I didn't warn you!

BY BELINDA GERREYN





glengerreyn

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Gen George

Speaker, Writer, Socialist & the only man to have been named 'most  
influential' by Time, USA Today, CNN  
[www.thecapitalist.com](http://www.thecapitalist.com)



8 posts



**H**  
Just a little while in the past  
your words have inspired me to  
do in 3 days time I will be at 50  
days has been all - hard and I am  
looking forward to doubling  
training, even manipulating for  
months. You are so motivating  
and I can't thank you enough for  
everything you've helped me with.  
Don't ever stop what you do  
You work is amazing  
Mar 12, 2018, 1:30pm



**H**  
What great  
changes have  
not been  
ambitious?



**H**  
Fear is a manipulative  
emotion that can  
trick us into living  
a boring life.



FOLLOW GLENGERREYN







# TEACHING HOPE: HOW TO RAISE HOPEFUL STUDENTS



Here are five easy ideas to integrate into your teaching or parenting. Apply these five “H’s of hope to make a difference to disengaged or unmotivated teens.

## 1. HUMOUR

When we are young, we are full of hope. We are highly attuned to living with a sense of wonder and awe. Research has shown adults smile on average 20 times a day, whilst children smile 380 times. As adults we could all intentionally seek out and engage in more activities that allow us to experience joy so that we can become carriers of hope.

Humour increases a person’s ability to hope. This has been proven in a US study, where select participants were given a 15-minute comedy video to watch. Those who viewed the video had statistically significant increases in their scores for hopefulness after watching it as compared with those who did not view the video. Humour is a fantastic tool for teaching and one which is never used enough.

## 2. HUMILITY

Humility is an attitude that allows us to lower our resistance to new ways of thinking and doing. It also cleanses our ‘corrosive biases’, ways of thinking which lead us to form opinions based on experiences. Being humble is not about allowing every new idea to change your mind but to open it to new possibilities.

The humble understand that the best strategic position we can choose to live from is to keep asking, “How am I insufficient and how can I rectify that?” These two questions are counter intuitive in an age where only showing your highlights reel is both encouraged and promoted, especially for young people.

Both of the questions above are about seeking truth. The reality is we are all insufficient but we also all have the capacity to rectify the insufficient parts of nature and make the weak areas strong. Hence both of these questions call to attention humility and hope.

I am not talking about false humility or self deprecation. People who say they have no talent are hiding because they are afraid of

being vulnerable, or being judged. You are talented and have tremendous worth and value. Honour your strengths and strengthen your deficiencies. Angela Duckworth, who is most well known for her study of Grit says, “Talent counts, effort counts twice”.

By all means have audacious goals and visions, but start out by aiming small. Every great business learnt first how to add value to the few before scaling up to the masses.

Here’s one method of teaching hope through humility: Ask your class or child to set a goal to improve, even if it has no glory attached to it. While it may not be a big improvement, it is worth ‘lowering’ themselves to try and attain it. If they develop a small habit it represents a step forward, which is better than staying bitter and blaming others for the state they are in.

I recently watched a Netflix special on pop superstar Beyoncé preparing for her Coachella concert. It was her comeback concert after having twins. She talked about getting herself back in shape to perform and how difficult it was to feel like she was starting all over again. She said, “The reason why people don’t like to rehearse is because you have to be humble and willing to look awkward. You’ve got to study and be a student again.” If Beyoncé can be humble, we all can!

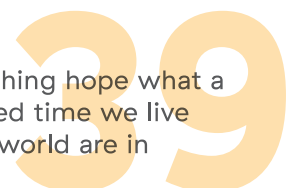
“A true genius admits that he/she knows nothing.” — Albert Einstein

## 3. HUNGER

Hunger is more important than talent. You can have great ambitions and great opportunities but if you can’t execute with fire your plans will fall flat. When teaching hope, remind your students that greatness is not a result of spontaneous combustion, or an instantaneous inferno. The first thing you have to do is develop an appetite for success.

Those who achieve great things are not just the ones who are exceptionally skilled at what they do. They are also the ones constantly trying to expand their skills into new frontiers. The discipline to expand your skills is more important than the original skill, because it is the overall trajectory which keeps you moving forward.

Remind students when teaching hope what a unique and opportunity-filled time we live in. The tools to change the world are in



everyone's hands but only the hungry are making real use of them. Consider that Kylie Jenner can take a social media platform and use it to become the world's youngest billionaire. Donald Trump used Twitter to gain a following so large he became President of the most powerful nation in the world.

I don't think either of these people are necessarily smarter than everyone else nor am I saying they used their influence with purely good intentions but they did use the platforms available to them and were incessantly hungry to succeed. "Many successful founders were not wealthy when they began. They were hungry for success." Eric Ries, author of *The Lean Startup*

#### 4. HONOUR THE STRUGGLE

One thing I have learnt in the four decades that I have been alive is; Life is going to be hard, whether you pursue your dream or not.

Since it's going to be hard anyway, why not spend your time doing something you love?

Not all storms come to disrupt your life. Some come to clear a path. So before you judge the moment, sit back and see what it could become. If you judge this moment as a season of despair, it can't transform into anything else.

Many people fail to pursue their dreams because they think there are only two possible outcomes. They only believe in colossal success or epic failure.

What I have learnt in pursuing my goals is none of those things happen. The reality is you succeed just a little bit and encounter a few minor hurdles. What should then happen is you learn some lessons, rework your plan and repeat the cycle 70 or 80 times. Then you have colossal success. The original plan may not look anything like the finished product. If you study most startups, you will find this is often the case.

"In order to appreciate your successes, you must first appreciate your struggles."  
— Nishan Panwar

#### 5. HUSTLE

I am not a super fan of the whole #hustle movement because in today's society it can mean very different things.

When it comes to teaching hope, my definition of hustle is to, 'have the discipline and mindset to keep on walking.'

Strategy is not as important as psychology. Psychology or mindset is more important than skillset.

You don't build a business purely by knowing how to read a profit and loss and balance sheet. You build a business by backing yourself, refusing to fail and taking massive action.

Think of it this way: Everyone knows how to make friends. You know the strategy; be kind, smile, and don't talk about yourself too much. What we lack is the ability to take massive action, like actually saying hello to a stranger. So many of us don't have the confidence, the psychology, discipline and the agency to turn the need for connection into reality.

When young people say, "I don't know what to do," tell them nobody really does. It's ok to just do the best thing that you can think of right now.

Hopeful, positive kids understand that even if they start vaguely and confused with a plan that is not so great, as they implement that flawed plan they will accrue discipline which leads to wisdom and ultimately to insight. With this new found insight they can fix the initial flawed plan until they get it right.

Some things are discovered by accident. Post-it notes, Teflon, Cornflakes, they were all the result of a mistake, they started vaguely and kept pivoting until they stumbled onto success.

Teaching hope is about sharing the idea that sometimes when the thing you were doing fails, it leads to something that was really the whole purpose in the first place.

Some succeed because they are destined to, but most succeed because they are determined to.

Many young people today feel a sense of hopeless but the good news is this can be reversed. Apply the strategies above to remind them they live in incredible times with endless possibilities.

BY GLEN GERREYN





## TESTIMONIALS

“The morning of your seminar I struggled to get out bed, like usual. I had no energy to come to school today, I was just so mentally drained and tired and still feeling so low. I managed to pick myself up enough to get out the door and onto the bus to school. I had no idea what was in store for me, When I heard ‘guest speaker’ I have to be honest, I just expected it to be one of those basic mental health ones which actually make you feel worse rather than better. But I have never been so connected and emotionally invested into a seminar/talk. Everything you said, I took in. I just really needed to hear exactly the things you said today. Thank you for being the first person to show me that there is hope, even when I feel hopeless. I seriously can’t thank you enough, your words were the help I needed, the ones I was crying out for yesterday.”

YEAR 10 STUDENT, CANBERRA

“I just wanted to write to you and let you know how much your motivational talk changed my life and healed me 5 years ago now. At the time I was in a place where I could not see light at the end of the tunnel, but at the same time couldn’t help looking back on the seminar. You taught me essential skills on how to survive situations where you almost feel like you don’t know your place in the world. I had lost my sense of belonging however I stayed strong. I was truly inspired by your own personal story. I wasn’t going to let depression ruin my life. I am now 29 years old and now consider myself a happy individual. Thank you for your encouraging talk.”

PAST SEMINAR PARTICIPANT



# GET

# LIFE READY

## SEMINAR

### SEMINARS FOR NSW GOVERNMENT SCHOOLS

#### HOPE EXPRESS

The data is clear, hope can be instilled, it can be increased and once fostered, can influence and impact your world. Hope also correlates positively with, positive emotions, athletic performance, health and wellbeing and greater academic satisfaction.

Hope empowers people to transcend the problems of today and envision the potentialities of tomorrow. Hope enables us to bounce back even after being stressed, stretched and saddened. Hope enables us to find the will and the way to unleash greatness.

This seminar encourages students to consider and take decisive action on who they are, why they are here and where they are going. Young people today don't lack motivation. What they lack is a clear vision for the future. Many young people today have become future blind. Our world is changing so rapidly and many young people become stuck in a permanent and ceaseless present. Gaining a vision for their lives empowers students to take massive action towards their goals.

#### Covers important topics such as:

- How to live a purposeful and meaningful life.
- Emotional awareness and self-regulation.
- The importance of engagement and accomplishment.
- Why optimism works.
- Overcoming adversity.
- Using strengths for setting and achieving goals.

#### ADDICTION

##### Unplug and Untangle

An interactive, relevant and contemporary presentation on the nature and process of addiction including examples of computer usage, video games, smartphones, toxic relationships and many more. Because we all have the potential to be addicted to something, Addiction addresses the psychological effects of addiction rather than just the physical attributes of chemical substances.

The seminar educates students on the four psychological effects of addiction; experimentation, misuse, fixation and dependency. Students are shown the emotional states associated with each stage and the behaviour characteristics that accompany them. This gives students a realistic and 'everyday' understanding on how easily addiction can progress from one stage to the next.

Students are then empowered to critically think about their core values that will and do drive them when confronted everyday choices. At the conclusion of the module, Glen prompts participants to make a decision in relation to their future behaviours. This leaves them with a real-life plan for approaching everyday habits.

#### Covers important topics such as:

- Impact of drug use on a person's future.
- Online and device based gambling.
- Set boundaries around social media use.
- How to make better decisions.
- Discusses various types of intervention.
- Outlines the continuum of addictive behaviours.

# 43



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“Just wanted to pass on that I had all 180 students here at WGHS evaluate the sessions we had at our school over Term 1. In total we had 10 sessions run with different presenters on a range of topics. All 180 of our students rated Glen's presentation as a 10/10 and were extremely positive in their comments. They absolutely loved his presentation and were so inspired after his speech. (NB: no other session received as high ratings or comments as Glen's) Thank you for a wonderful and inspiring presentation. I am thankful that Glen has been able to speak at our school over the last few years and look forward to the many more years to come.”

LAILA PARKIN  
HEAD TEACHER WELLBEING  
WILLOUGHBY GIRLS HIGH SCHOOL

“Glen's presentation was a huge hit with our year 9, 10 and 11 students. Even the most disengaged students found Glen engaging and inspirational. His presentation was meaningful and relevant, and Glen was able to connect with our students on a personal and emotional level. We don't often receive feedback in regards to presentations, especially from parents. However, we were contacted by several of our parents congratulating us on organising a presentation that was so positive, that their children came home eager to discuss it.”

NATALIE GUELFO  
HEAD TEACHER WELLBEING  
CAMDEN HIGH SCHOOL

“WOW. I have heard nothing but good things from the boys and staff but this reinforces everything I have been told. We will be rebooking. Thank you for being 'that' presenter who will be the platform for the change in ideas and attitudes we want to occur in our students at Picton High School.”

ANDREW SMITH DEPUTY PRINCIPAL/  
HEAD TEACHER WELLBEING  
PICTON HIGH SCHOOL

“Just wanted to say thank you for your amazing session today! You have given me great inspiration to achieve my dreams! I admire your zest for life, determination and resilience! Once again thank you for today, please continue to be amazing! I'm sure you will reach your important goals and inspire many others to help! You are truly making a difference.”

YEAR 11 STUDENT  
BELMONT HIGH SCHOOL



“I want you to know that it was the greatest talk I’ve ever listened to. It was masterfully created and delivered with a level of passion and commitment that was inspiring beyond belief, and everyone I have spoken to said that they were blown away by your presentation. You gave me the courage to swallow my pride and fears today and book a session with my school counsellor. It might not seem like much, but that’s a huge step down the right path for me. It took you an hour to change my life. It seems laughably impossible, but in one hour you flipped my perspective on everything. I walked away from your session crying my heart out, not because I was sad, but because you had such a profound impact on me.”

YEAR 11 STUDENT  
GOSFORD HIGH SCHOOL

“I just wanted to say thank you for speaking at my school today. What you said really impacted me. I was hesitant, I didn’t really want to be there I never really want to be at school. But the more you spoke, the more I engaged and it opened up my mind and changed my mindset. At the end of the day I went home and wrote a letter asking for forgiveness from someone I had hurt. Then I took a train and a bus to go deliver it to them, something I never would have done if you hadn’t spoken today. I also talked to my rugby coach about training an extra 3 days and he responded with “what’s taken you so long,” without you this wouldn’t have happened. Anyway thanks again, you’ve changed my mindset and made me want to do well in school and for that I am very grateful. I have been reading your book non stop since I left.”

YEAR 10 STUDENT  
THE HILLS SPORT HIGH SCHOOL

“When you were talking today, I would think to myself constantly that you were talking straight to me. That things you said, it was like you knew me like you know yourself. Thank you for helping me realise my full potential and believe in myself, no matter what anyone else thinks. Thank you for making me happy again. Thanks to you, every time I wake up in the morning, my vision board will remind me exactly of where I am heading and who I am. Thank you for providing me hope.”

YEAR 10 STUDENT  
WILLOUGHBY GIRLS HIGH SCHOOL

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