



Rock Eisteddfod Challenge[®] and J Rock[™]

"It is a huge buzz being with so many talented people who want to learn!"

- Alan Todd, Brighton Secondary School, SA

"It's a way for students to build self esteem, physical fitness, co-ordination and school spirit. It gives students an opportunity to do something that they would never do otherwise."

- Greg Carlon, Smith's Hill High School, Wollongong, NSW

"REC is a drawcard for student enrolments."

- Suzanne Kozak, Emmaus Catholic College, Sydney, NSW



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www.rockchallenge.com.au

Produced by the Rock Eisteddfod Challenge[®] Foundation ABN 68 1000 14766

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WHAT STUDENTS GAIN FROM INVOLVEMENT

REC and J Rock™ are more than eight minute performances; they are learning processes that make it possible for students to achieve a broad range of educational outcomes: curriculum outcomes, life skills, communication skills, the ability to work as part of a team, problem solving skills, gain motivation to be responsible with their health and maintain a 100% drug and alcohol free lifestyle, self confidence and the belief that 'they can do it'.

Time and time again, schools explain to us how students' experiences and the skills gained through participation in REC and J Rock™ flow through to their learning in the classroom.



"REC is a source of pride for the school community." - Cheryl Diggins, Calwell High School, ACT



Self-confidence and personal development are the two main attributes teachers list as being gained by students through involvement in REC and J Rock™.

These attributes make students more likely to achieve the educational and learning outcomes required for success in today's demanding primary and secondary school curriculum.

REC and J Rock™ provide students who suffer from learning or social interaction issues the opportunity to develop self confidence and skills that will allow them to be more successful both in and out of the classroom.

REC and J Rock™ can also be an innovative way to encourage your students to represent their school. They gain vocational experience through designing and building sets, make-up, fundraising and budgeting, planning and scheduling, designing and sewing costumes and of course, performing - they LOVE it!

WHAT SCHOOLS GAIN FROM INVOLVEMENT



REC and J Rock™ are excellent tools to raise the profile of your school not only in the local community but in wider education circles.

Principals report enrolments are often attracted through the school's involvement in REC and J Rock™. The reputation of the school's approach to education is perceived as being broad, holistic and one that caters for students who wish to excel in areas outside the classroom.

REC and J Rock™ are two of the only activities schools can participate in that involve students from every year, teachers, parents and the wider

community. A sense of pride is instilled in the students; improved relationships between teachers and students and an environment of greater acceptance and understanding is created through involvement.

WHAT TEACHERS GAIN FROM INVOLVEMENT

Today's teachers need to deliver educational programs to meet an ever changing and demanding curriculum.

REC and J Rock™ not only make the facilitation of student learning more achievable for teachers, but it also provides you with an opportunity to get out of the classroom, get to know your students in a different environment (and vice versa) and HAVE FUN.

A lot is written about the unique opportunity REC and J Rock™ present to students, however the events also present a unique and exciting opportunity for teachers as well. You do not need to have a performing or creative arts background; whatever your teaching background you can stage an REC or J Rock™ production. Countless entries are run by English, science, maths, history teachers; many quite successfully.



TEACHER AND STUDENT TESTIMONIALS

“Rock Eisteddfod is about more than the amazing experiences and natural high that the performance induces. It has shaped the way our school and community sees performing arts, and opened up new doors to dance in an area that was before quite limited.”

- **Students from Bomaderry High School, NSW**



“REC instils self-discipline and team spirit. It gives students the feeling of working towards a goal and the feeling of self-worth and fulfilment. The anti-drug message becomes a real focus. It instils the students’ pride in the school.”

- **Sue Walker, Bordertown High School, SA**

“REC provided me with the opportunity to develop meaningful relationships with students.”

- **Richard Graham, Innisfail State High School, QLD**

“There’s a lot of group work but there is also a lot of personal development involved in the process – it was a huge learning curve but the students came out far richer for it.”

- **Cheryl Venter, Willetton Senior High School, WA**

“It was the best day I’ve had since I started teaching – A buzz you can’t get any other way.”

- **Suzan Nielsen, Lara Secondary College, VIC**

“The things I love most about Rock Eisteddfod is the whole thing coming together, rehearsals, production meetings, cheers, meeting new people, the overall excitement and adrenalin, the opportunity to be on stage and feeling great about yourself whether you place or not and the great competitions (so pretty much everything).”

- **Shane Francis, student, Emmaus Catholic College, NSW**

“REC creates an immense feeling of self accomplishment and achievement for EVERY student.”

- **Taryn Johnston, St. Columba Anglican School, Port Macquarie, NSW**

“The school re-entered REC after data suggested that middle school students were becoming dis-engaged with school. This seemed like the sort of thing that would give them something to get excited about and it’s worked a treat.”

- **Amy Warren, Wonthaggi Secondary College, VIC**



WHAT IS J ROCK™ ALL ABOUT?

The basic premise of J Rock™ is to show primary school aged children that exercise and eating is not only important but it can also be fun and exciting. Be Healthy, Get Active is the J Rock™ tagline.

J Rock™ is non-competitive – the focus is on participation and simply being your best. Since 2009 we have introduced a competitive division which is available at some locations.

J Rock™ was introduced in 2004 in an effort to help combat the nation's increasing childhood obesity rate.

93% of participating primary schools in J Rock™ '04 confirmed student fitness levels had improved as a direct result of participation in J Rock™.

Nearly 75% of students were more aware of the importance of eating well and regular exercise than before they took part.

On event days students take part in a series of sports, games and activities run by volunteers and sourced activity facilitators. These include soccer, AFL, Basketball, Netball and more...

Fitness First, National sporting teams and other dance and fitness coordinators also run the kids through their paces on event days.

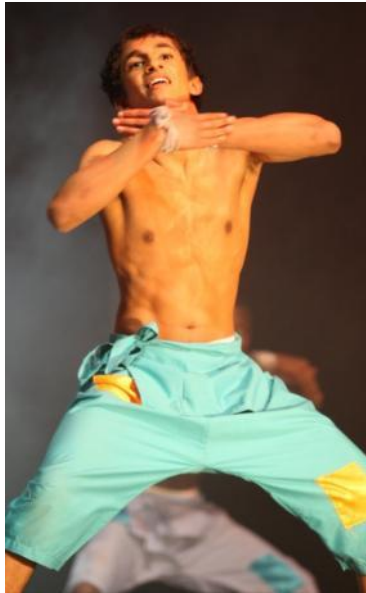
J Rock™ entries have a maximum expenditure ceiling of \$2,500, a minimum number of 20 performers and maximum of 100. In addition to this each entry may include up to 20 backstage crew.

2011 will see the introduction of a second division – J Rock RAW™. These entries will not use sets and will have an expenditure ceiling of \$1,500. RAW™ entries may also include up to 2 backstage crew members. The division was created to make the event more accessible for schools.



WE ARE HERE TO HELP

REC is run by a dedicated team of experienced staff who have a genuine love and appreciation for the event. Many of our staff have been involved in the event either as a student, choreographer, director or school liaison and therefore are passionate about making it possible for students and teachers from schools across the country to be involved.



It is a fact: we love our jobs; we love the event and we thrive on making it happen.

As well as our passion, our team knows their stuff. Whatever your question is we will either have the answer or know where to find it.

It is a miss-conception that our job is solely to facilitate the running of the event. A huge part of our job is working with participating schools to help them piece together their production. We can provide:

- Fundraising advice and opportunities
- Set construction designs and instructions
- Names and details of cheap suppliers
- Advice on lighting design
- Tips on soundtrack choices and production
- Production management advice

After 30 years of staging the event nationally, the organisation has dealt with a wide range of people and an even wider range of situations and issues: teachers, students, principles, performance venues, sponsors, suppliers, choreographers, designers (lighting, set and costumes) professional dancers and actors, politicians, caterers, truck drivers, stage managers, sound technicians, hardware suppliers, fabric stores...

“Always a fantastic experience – REC gives country students a whole new perspective by being in such a high profile city venue.” - Sue Walker, Bordertown High School, SA

A BANK OF KNOWLEDGE

The best news for you, however, is not our experience but the teachers, principals and parents who have been there, done and seen it all before. They are as passionate (if not more so) about the event as we are, and therefore are more than willing to help wherever possible.

There are teachers involved in the event who began more than 20 years ago. There are teachers and schools in every state who are willing to help.

If you are new to event, we can put you in contact with an experienced teacher from your area. You may call them, meet with them and find out how do to do it, where to get it and who else to ask.

It really is that simple. They can guide you through your first REC or J Rock™ experience, providing the answers and offering suggestions every step of the way.

RESOURCES AVAILABLE

There is a range of resources and sources of information available to you and other teachers, parents and students from your school to help you with every aspect of involvement in the event. These include:

Website & Trade Centre

An endless source of information, photos and stories is our website, www.rockchallenge.com.au. The site also has a trade centre that you can use to buy, borrow or hire costumes and sets from other schools. Big or small, whatever your needs, you might be able to save time and money by simply outsourcing it from another school.

Video Resources

We have resource DVDs as well as a number of "How To" videos (available soon on www.globalrockchallenge.com) for schools covering everything from set design, costuming, fundraising, show day and many more.



WHERE TO START

The key is to be realistic – all the benefits of REC and J Rock™ are gained through involvement in the process, not the product you create. Your performance could involve a handful of students, a few or even no set pieces and costumes collated from pieces bought at second hand shops and therefore place minimum strain on your time and school's resources. But, you and your students will have been involved and the benefits will be gained.

REC and J Rock™ can be a far easier experience for a school if students run the productions themselves, and we also encourage you to involve parents and the community through hands-on skills or fundraising.



REC and J Rock™ can take up as little or as much time as you choose. Decide how much support you have from the school, teachers, parents and students and adjust what you are setting out to achieve accordingly.

Your first year you might like to enter a small team with minimal sets and costumes, it doesn't matter, each year your school participates support from the school community will increase.

Don't underestimate the talents of your students.

Usually you can find at least one person in each scene who can assume leadership. This person should not be responsible for discipline though - just helpful coaching - they should call you or another teacher in if there is a discipline matter

“REC bring our whole school community together working on a common goal. It increases parent and business involvement in our school.” Robyn Kent, Bundaberg North State High School, QLD

FREQUENTLY ASKED QUESTIONS:



Can we join with another local school?

Rock Eisteddfod Challenge® and J Rock™ allow up to three schools to merge to form one entry without specific reason. This means combining talents and resources of students, teachers and communities.

What is the cost?

There is participation fee per student which is used to assist with the various costs of production (e.g. staging, lighting, audio, venue hire etc).

How do we fundraise?

There are literally thousands of ways to fundraise, and this is a task that many other teachers or parents will be willing to take on. The world of fundraising has grown substantially from the traditional lamington sale and cake stall, it's now big business! This is great news for you as professional companies now make it incredibly easy and help facilitate your fundraising activities. A few we've researched and can provide more information on include:

- Fundraising drives
- Movie nights
- Airline raffles
- Car washes
- Australian Fundraising Group
- Sun Block Australia
- Entertainment Book
- Fundraising Adventures
- *My School Discount Card*



A REC DIVISION FOR EVERYONE

REC has three divisions:

- RAW™
- OPEN
- PREMIER

We recognise that not every school has years of experience, so we have tailored the event to make sure everyone can be involved.



RAW™ DIVISION

RAW™ is basically the 'pure dance' division. RAW™ does not allow sets – that's right, with the focus on dance and performance your school can put on an entire production without even picking up a power tool.

RAW™ also make it easier for teachers to appoint student leaders to organise and run the show, taking the pressure of staff.

RAW™ has an expenditure ceiling of \$2,500 with a minimum of 30 performers and maximum of 100 and can include up to 6 backstage crew members.

OPEN AND PREMIER DIVISIONS

Both Open and Premier Divisions have an expenditure ceiling of \$8,500 with a minimum of 20 performers and maximum of 100 and can include up to 22 backstage crew members.

Please note: the expenditure ceiling is just that. Many schools don't spend even half this amount. If you do spend the maximum and have 120 in your cast and crew, this works out at around \$70 for each student to fundraise over an eight month period.

Premier Division (only in Sydney and Melbourne) is not a division for first year schools. The Production Book will have more details on qualifying for Premier.

HEALTH BENEFITS TO STUDENTS

REC has a proven history of motivating students to be responsible with their health and adopt a 100% drug and alcohol free lifestyle. In today's society it is increasingly difficult to reach students with messages that will be effective.

"LESSONS WE ENJOY MOST WE REMEMBER BEST" – ARISTOTLE

This philosophy is fundamental to the success of REC and J Rock™ messaging. The event takes place in a 100% drug and alcohol free environment and is supported by governments, health organisations and health professionals across the country.

J Rock™ is an effective vehicle to promote to young people the benefit of being healthy through healthy eating and an active lifestyle.

THE RESEARCH

A summary of the study conducted by Rose Grunstein for her PhD Thesis Department of Public Health and Community Medicine at Sydney University (1999 – 2001)

This is an independent study of students from schools participating in the REC (participants and non-participants in the REC) and students from control schools not involved in the REC in NSW.

The project studied the effects the REC had on:

- Adolescent substance use
- Resiliency¹-related factors
- Message re-call

Adolescent substance use:

- Students from non-participating REC school's are 1.6 times more likely to have ever used marijuana, than from REC schools.
- 23% of participating students reported that they had ever used marijuana compared to 33% in students from non-participating schools.
- 23% of participating students reported that they had tried drugs compared to 34% of students from non-participating REC schools.
- 42% of participating students reported that they had ever been drunk compared to 51% of students from non-participating REC schools.
- Participation in the REC suppresses the intention to smoke and binge drink.

Resiliency:

Five resiliency factors - sense of identity, sense of belonging, sense of purpose, problem solving skills and social competence, as well as, attitude to drugs and the influence of peers and families were measured. Other studies have shown that a low level of resiliency can result in anti-social behaviour.

As an intervention programme, the Rock Eisteddfod Challenge® (REC) showed that with regards to resiliency:

- Participants and non-participants from REC schools had significantly higher overall resiliency during the rehearsal period than students from control schools.



- Within REC schools participants scored higher for overall resiliency than non-participants.
- At no point do control schools students reach the same level of resiliency as participants in the REC.
- Some of the factors of resiliency such as flexibility, empathy and caring, good communication skills, sense of belonging and sense of purpose can be enhanced through participating in the REC.

Message Recall:

- 90% of students from REC schools and 87.5% from control schools knew that the message was an anti-substance abuse message.
- The study found very positive attitudes toward the REC, particularly amongst those who took an active role in the event.

Teachers Surveys:

At the conclusion of the events, schools are surveyed as to the outcomes of participation for their students:

- **85%** of schools responded their students' **fitness** had either greatly improved or improved.
- **82%** of schools responded their students' **overall oral and communication skills** had either greatly improved or improved.
- **85%** of schools responded their students' **goal setting ability** had either greatly improved or improved.
- **94%** of schools responded their students' **sense of commitment and hard work** had either greatly improved or improved.
- **84%** of schools responded that their involvement in REC had either **greatly improved** or improved the **level of community involvement with the school**.
- **67%** of schools responded their students' knowledge of the importance of **making healthy food and drink** choices and being **physically active** had either greatly improved or improved.
- **98%** of schools responded their students' **self esteem** had either greatly improved or improved
- **97%** of schools responded their students' **confidence** had either greatly improved or improved
- **99%** of schools responded their students' understanding of **teamwork** had either greatly improved or improved.
- **93%** of schools responded their students' **personal growth and acceptance of responsibility** had either greatly improved or improved.
- **75%** of schools responded their students' **awareness of the dangers associated with tobacco, alcohol and other drugs** had either greatly improved or improved.
- **72%** of schools responded their students' **awareness of personal health issues such as nutrition, mental health and depression** had either greatly improved or improved.



"We love ROCKA!" - Students, St Columba's College, VIC



June 13, 2008.

Report to Global Rock Board.

This is an interim report of doctoral research being conducted at the Psychology Department of Auckland University. The aim is to examine the Stage Challenge experience from the students' perspective, and to identify why this event is so attractive to young people. Although it is early in the research process, clear trends are already emerging.

- Stage Challenge has got the “basics” right. According to research, students prefer activities that are *youth-driven*, require an *extended and challenging preparation period*, and are *authentically evaluated*.
- Stage Challenge gives the students the opportunity to experience “*emotional hotspots*” both good and bad. Students need to be taught about well-being, and to recognise how it feels, and to observe themselves under pressure. They can do this through their real-life and character roles in this event. For example, they learn how to cope with conflict and disappointment as well as to control their excitement levels and to be gracious in victory.
- The event has a *good balance between competition and participation*. Students enter to win and are disappointed when they don't. However, they tend to look back on the whole experience rather than just the result. Reaction to result neither impacts on their positive view of the experience nor their intention to repeat it.
- Stage Challenge is a “*flow*” activity. This is the psychological term for the natural high people experience when they are engaged in a challenging and totally absorbing activity. It is an addictive feeling which leads people to seek even greater challenges. For young people this often occurs when being with friends, and is enhanced by music and dance.
- Students give consistent reasons for participating. First timers state that they *love dance and drama* and have heard that Stage Challenge is *heaps of fun*. Returning students report having so much fun, they can't wait to do it again.
- *Sense of integrity* is the main predictor of their intention to repeat the experience. This means that the students feel Stage Challenge reflects “who they are” and that they can “be themselves” in this event, both at the practices and the performance. It is something that is considered “cool” within the school community, but it is not so exclusive that only talented students can enter. It is also considered cool by both sexes.
- The clear highlight for students is the *social aspect* of the event. This includes making new friends, getting closer to existing friends, mixing with different age levels, being part of a team, having something regular to do each week. This is ranked twice as highly as anything else. However, the performance day, performing on stage and sense of achievement and pride also rank consistently highly.
- The main challenges for the students are boredom, nervousness, work overload and peer conflict. Student leaders face particular challenges and these are being separately evaluated.

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WHAT HAPPENS ON SHOW DAY?

Time and time again we get asked what show day is all about and it's always a challenge to convey the excitement, the energy, the buzz and benefits to students experienced at a show day. There really is no other experience quite like show day – for students and teachers alike.

Once you are there, we will take over and make everything happen. We have a dedicated event team and backstage crew who know the event inside out and they're there ALL day to answer questions, point you in the right direction and make the experience a positive and enjoyable one for you too. Please note: students and their supervision are always the responsibility of the school.



First and foremost every school has their own base – a dressing room to call their own. There's also a REC production office manned by our staff to make sure the day runs smoothly. Each team is allowed at least two rehearsal run throughs before curtain time.

One of the highlights of the day for teachers, students, parent helpers (and even the REC crew) is the morning and afternoon 'Dance Sessions'. These involve endless chanting, busting out whatever dance moves you can and getting into the spirit of the event with everyone else who has gone through everything you have to get to show day. This is your chance to let your hair down.

Apart from rehearsals there is a range of activities students can take part in – sporting clinics, fitness drills, singing comps and health clinics. These are facilitated by sponsors and organisations kind enough to donate their time (and their energy) to help. These are optional, however if you and your students would like to utilise them, we provide them for you.

THE FACTS

PERCEPTION: Schools need to spend a lot of money to enter, and even more to do well.

TRUTH: Many schools recycle props, sets and costumes or borrow with neighbouring schools and organisations – REC and J Rock™ do not need to break the bank. Expenditure limits are just that, limits, not guides.

PERCEPTION: Entering Rock Eisteddfod Challenge® and J Rock™ is a lot of hard work for eight minutes on stage and no reward.

TRUTH: The Rock Eisteddfod Challenge® journey commences the moment a school nominates to enter; lasts through months of rehearsals and culminates with time on stage in a professional arena. Participating students have enhanced teamwork and communication skills and are proven to be more resilient than non-participants; the profile of a school in the community is raised; student/teacher relationships are stronger; holistic education is encouraged; REC ensures that every participating school receives awards based on their area of greatest strength. REC is about the journey rather than the end result.



PERCEPTION: Rock Eisteddfod Challenge® and J Rock™ are only for schools with performing arts programs and for people who can dance.

TRUTH: ANYONE can put together a performance and take part – school or community group. Behind every performance is a team of dedicated, talented and resourceful people without whom the production would never happen and many of them can't dance a step! Students are also capable and willing to fundraise, design and make costumes, devise and build sets, manage budgets and operate as stage crew behind the scenes.

PERCEPTION: Rock Eisteddfod Challenge® is a private company whose goal it is to make profits from the event.

TRUTH: REC is run by a non-profit foundation with DGR (deductible gift recipient) status. Any performing arts event of this scale is very expensive to run – for example to hire some venues cost approximately \$60,000 and that is without audio, lighting, video etc. Any surplus funds are re-invested in the next year's events. The Foundation is fully audited each year and the accounts are publicly available.

PERCEPTION: First time entrants have little chance of gaining a placing.

TRUTH: In 2005, seven new schools took out first place at their events and a further four were place getters.

**If you have further questions, please don't hesitate to contact us
in the**

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