



ACTIVITY: 'GRUMBLE AUCTION'

TIME: 20+ minutes

SIZE: Large groups/whole of class

SPACE: No special requirements

RESOURCES: Grumble Cards (p.66 or SenseAbility CD), matchsticks or play money, index cards, tape, pens

The aim is for students to consider their goals, and possible impediments to these goals.

The result should be rewarding discussion about problem-solving, goal setting, and perspective-taking.

1. Have a brief discussion about things that get in the way of our goals – e.g. traffic can stop us getting to sports practice, rain can stop us mowing the lawn, illness can stop us spending time with friends. How good would it be to simply vanish such impediments from our lives?
2. Ask participants to consider a goal that has real meaning to them (e.g. starting their own business, finishing a triathlon, playing music in front of a large audience, giving a thousand dollars to charity). Have them write that goal on an index card and tape it to the front of their shirt where all can see it.
3. Distribute even amounts of paper money/matchsticks to each student.
4. Introduce the Grumble Auction. You, the teacher, will be the auctioneer. One-by-one a collection of impediments (like those mentioned in the fruit shop) will be presented for students to consider. Students are told they **must** aim to bid on the 'grumble' they think will pose the greatest stumbling block to the goal on their chest. Naturally, no one knows what grumbles are coming up next, and so must 'take a punt' on which one will be best for them; there are also some grumbles that affect everyone and these will be more hotly bid for.
5. The auction ends when all cards are bought or passed in.



DISCUSSION SUGGESTIONS

- What goals did you have? What grumbles did you buy? Why did you think those grumbles posed obstacles to achieving your goals? Was the grumble you bought the greatest obstacle facing your goal? If not, what do you think is?
- We can't actually 'buy off' too many obstacles that face our goals in real life but instead have to face and deal with them. Brainstorm some effective strategies that we can use to deal with obstacles, e.g. time management, being flexible, reprioritising, acceptance, setting milestones.
- Choose a few samples of goals that students are willing to discuss. Using the whiteboard, have the class come up with two parallel lists under each goal: 'Obstacles' (events that the class thinks could threaten the achievement of the goal) and 'Strategies' (thoughts and actions that might help the student in question overcome stated obstacles and continue striving to achieve their goal).
- Discuss how you can apply these strategies in your everyday life.