

AFLW INSPIRE

*WORTH*  
**FIGHTING**  
*FOR*

HOLLY RANSOM

ANY





## Holly Ransom

CEO of Emergent

Board member of  
Port Adelaide FC

Ironman competitor

[EMERGENT.GLOBAL](https://www.emergent.global) [TWITTER: @HOLLYRANSOM](https://twitter.com/HOLLYRANSOM)

## Be a leader

Holly Ransom was a very active outdoors kind of kid, which is hardly surprising for someone who grew up in Perth. She went surfing whenever she could and played lots of sport. When she was eight, she wrote in her school scrapbook that she wanted to be a Brownlow Medallist. So it came as a shock a couple of years later to be told that girls weren't allowed to play football any more – as far as she was concerned, she was a ten-year-old Auskicker looking for the next level.

'I remember bursting into tears – I was devastated,' Holly says. 'It struck me as so weird that I wasn't allowed to do something that my brothers could do.'

That was Holly's first real experience of inequality, and it happened to be in relation to gender. In her adult working life, she has made it her business to be influential in ensuring that equality is on the agenda of decision makers, world-wide. In sport, for example, at 27 she's the youngest board member ever appointed by an AFL club (Port Adelaide) and she was on the advisory board for the launch of the AFL Women's League.

Holly recalls a defining moment at school, something that really got her thinking about how our ideas of gender equality are formed. Her Year 5 teacher loved giving the students logic problems. They would finish the day with brain benders, like this:

A father and son are driving home from school, and just as they're turning into a road near home, they're hit by a reckless driver. The car spins. The boy is thrown out of the car, and his dad is trapped inside. Fortunately, a bystander sees it happen, calls an ambulance, and the kid is rushed to hospital. When they arrive, the surgeon swings open the doors, and declares, 'That's my son.' How is that possible?

'There were thirty-four of us in the class, with 15 minutes on the clock,' Holly says. 'Our best guess was that the boy must have had two dads. Not one of us thought that the surgeon was the boy's mum. That's such an interesting thing to look back on, that shift in thinking between ages 8 and 10, from believing I could be a Brownlow Medallist, to unconsciously self-selecting out mine and my gender's ability to be in that sort of role.'

Holly had leadership roles on the sporting field at school, and naturally gravitated towards positions of responsibility, yet it took her a while to recognise her

own potential to really make a difference. 'I found I could rally the troops, and I've always been quite mature for my age,' Holly says.

'The big change was when one of my teachers sent me on a leadership program that really challenged my idea of what a leader could look like. I thought you had to be older to have a real impact, yet there I was with these unbelievable 14 and 15 year olds for a week, and they were volunteer firefighters and running amazing aid projects; they were making a real difference in their communities and schools. I was the runt of that pack – not in a competitive sense, purely because I genuinely had no idea that this sort of thing was possible at our age.

'At 15, the trajectory of my life was changed. I thought, *I'm going to get out there and have a crack at some of the things I've been thinking about.* I discovered that you can be a leader at any age, if you choose to take that word and own it.'

*'At 15, the trajectory of my life was changed ... I discovered that you can be a leader at any age, if you choose to take that word and own it.'*

### Holly Ransom

After school, Holly ended up with a Law degree and BA (Economics) with a minor in political science. 'I always describe my life as having a really strong sense of direction but loose hold of the reins,' she says. She couldn't ever have predicted the roles and opportunities that have come her way.

Underlying those opportunities is the fact that Holly has known what she's passionate about for a very long time. She is driven to:

- improve the lives of those less fortunate in our community, and generally raise the standard of living in our society
- provide a voice for people who are voiceless in our current systems
- engage other people in their ability to be agents of change.

But it's all very well to have big aspirations. It's much harder to actually make things happen. 'I worked out early on that what you're capable of doing as one person won't even scratch the surface of what you can achieve if you mobilise a group of people. Very quickly, my focus became wanting to unlock other people's capacity to believe in themselves as part of the change and the solution.'

*'I worked out early on that what you're capable of doing as one person won't even scratch the surface of what you can achieve if you can mobilise a group of people.'*

#### Holly Ransom

Holly's impressive achievements, including her current role as CEO of her own company, Emergent, can be found [here](#). Hers is an inspiring story of finding mentors and taking chances and learning from corporate stints at NAB and Rio Tinto, then choosing her own path. Her keynote speaking portfolio has taken her to six continents. She's had many pinch-yourself moments with world leaders: she's delivered a Peace Charter to the Dalai Lama, has chatted with Barack Obama about her work chairing the G20 Youth Summit, and hangs out with Richard Branson.

And yet behind the highlights reel, by 2013 Holly Ransom was struggling. She couldn't sit still – she had to be constantly *doing* things, stuck on the hamster wheel. There were warning signs – little things, cracks appearing – but she was too busy bouncing off walls to notice them. Luckily, friends and a good GP told her she needed to take better care of herself, that she needed help. She was diagnosed with depression.

Like many people, at first Holly wondered why she couldn't just push through. Then she approached the diagnosis with her typical tenacity. 'I knew I wanted to come out the other side stronger than I'd ever been. I wanted to use the diagnosis as an opportunity to reset. I sought advice from people who had my best interests at heart and made significant changes to the way I lived and worked. I exercised more control over who I was surrounded by – who I was listening to and being influenced by.

'That journey from depression is the hardest thing I've done and what I'm proudest of. I was terrified of talking out loud about it, because of the stigma attached to mental illness, but it was the story behind my first Ironman in December 2015, and I wanted to let people to know they're not alone.'

*'That journey from depression is the hardest thing I've done and what I'm proudest of. I was terrified of talking out loud about it, because of the stigma attached to mental illness ...'*

#### Holly Ransom

Ironman is a gruelling triathlon: a 3.8-kilometre swim in open water, a 180-kilometre cycle and a 42-kilometre marathon. To build endurance fitness, you need to train around 20 hours a week. Holly wanted to set herself a big physical and mental challenge, to show herself that anything is possible. As 'a prolific goal setter', she was looking for something that would really test her, and with Ironman, she found a bottomless learning pit. 'Every time I train, I learn something new about myself. So it has massive flow-on effects for the way I work. It energises me, and I've learnt to put training into my week as a priority.'

Holly doesn't spend time reflecting on her past achievements – there's far too much forward thinking to be done. And with a second Ironman under her belt, she knows anything is possible.

## Teacher Resources

One woman smashes into brick walls for a living, another wants to break through sport's glass ceiling. One woman is the youngest to be drafted to the AFLW, another is the youngest person on an AFL board. These four women share how they have challenged the status quo to follow their dreams.

### Content

- **Ky Furneaux:** Never ever give up
- **Tiff Cherry:** Don't let anyone steal your dreams
- **Holly Ransom:** Be a leader
- **Erin McKinnon:** Stand tall

- **Ky Furneaux** - 1 x interview, 1 x Q&A, 1 x video
- **Tiff Cherry** - 1 x interview, 1 x Q&A, 1 x video
- **Holly Ransom** - 1 x interview, 1 x Q&A, 1 x video
- **Erin McKinnon** - 1 x interview, 1 x Q&A

### Themes addressed

Equality, defying stereotypes, the importance of empathy, self confidence, self belief, overcoming adversity, resilience.

## Overarching questions

- Which of these stories do you most identify with and why?
- Which of these women do you most admire for their accomplishments and why?
- What do you think is the most consistent message shared by all of these women?
- Make a list of careers that you believe to be male dominated. Are you interested in pursuing one of these careers? What will you need to be successful in achieving this?
- What is a 'glass ceiling'? Research other women who have 'broken the glass ceiling' and write a mock interview/article with them.

## Debate Topics

- Women should not be allowed to commentate in the media on sports they have not themselves played
- Anyone can be a leader, no matter his or her age, race, gender or sexuality
- Girls need more encouragement than boys to achieve their goals

- Self belief is the most important thing anyone can ever possess

## Further Activity Suggestions

- Choose one of the women in this series to 'interview'. What questions would you ask them?
- Research one of the women in the series and write a mock article on the woman you have chosen. This could also be a podcast.
- Choose two of the women in this series and imagine them in conversation. What might they learn from one another?

## Crafting a Personal Mission Statement

Have students craft a personal mission statement. This can also be used as a reflection piece. These can be shared as a class or in pairs, or students may want to keep these private.

Encourage students to see this as living document they can reflect upon and add to as the semester goes on. Students should be encouraged to revisit this statement at the end of the year and reflect on what, if anything has changed for them.

### Personal Mission Statement

A personal mission statement explains who you are and want to be, and what you stand for. You can use it to guide you when making choices and decisions, large and small, by asking yourself—"Does it help me become who I want to be?"

A personal mission statement also helps you explain who you are to others. A personal mission statement should answer 3 questions:

- 1) What is my life about—what is my life’s purpose?
- 2) What do I stand for—what are my values?
- 3) What accomplishments am I working toward that will help me fulfill my life’s purpose in a manner consistent with my values?

#### STEP 1: CLARIFY PURPOSE AND VALUES

A. Write a list of at least 12 talents you have.

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B. What excites you about your life? About the world? What angers you about your life? About the world?

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C. What would a really good day be like for you? Where would you be? What would you do? Imagine anything - it doesn't have to be true.

I would be at \_\_\_\_\_

I would be doing \_\_\_\_\_

I would be with \_\_\_\_\_

I would \_\_\_\_\_

Imagine that today is your 30th birthday, and a reporter is writing a story about what you have done. What would you hope your friends, the people you work with, family members would say about you to this reporter? What difference would you hope you had made in their lives? How do you want to be remembered?

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Imagine yourself to be 100 years old, surrounded by your loved ones who have gathered to learn from you and your wisdom. What would you tell them is important in life? What really matters, looking back on your life?

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# Curriculum Links Health and Physical Education

## Years 7 and 8 Band Description

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

## Focus areas to be addressed in Years 7 and 8 include:

alcohol and other drugs (AD) food and nutrition (FN) health benefits of physical activity (HBPA) mental health and wellbeing (MH) relationships and sexuality (RS) safety (S) challenge and adventure activities (CA) games and sports (GS) lifelong physical activities (LLPA) rhythmic and expressive movement activities (RE).

## Years 7 and 8 Content Descriptions Personal, Social and Community Health

### BEING HEALTHY, SAFE AND ACTIVE

Investigate the impact of transition and change on identities (ACPPS070) Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) Practise and apply strategies to seek help for themselves or others (ACPPS072) Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

### COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074) Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075) Evaluate health information and communicate their own and others' health concerns (ACPPS076)

## Years 7 and 8 Achievement Standard

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills.

## General Capabilities

- Literacy
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Personal and Social Capability

### Source

<http://bit.ly/2p32eEk>

# Holly Ransom

Holly Ransom (born 7 February 1990) is chief executive of Emergent, a consultancy which specialises in marketing to millennials, a director of Port Adelaide Football Club and a trustee of The Prince's Charities Australia. She was co-chair of the 2014 Y20 Youth

Summit. In 2012 Westpac and Australian Financial Review named her one of Australia's 100 Women of Influence.

Full bio <http://bit.ly/2pOH9fv>

Essay [www.womens.afl/inspire/holly-ransom#essay](http://www.womens.afl/inspire/holly-ransom#essay)

Video [www.womens.afl/inspire/holly-ransom#video](http://www.womens.afl/inspire/holly-ransom#video)

## Learning outcomes

In this lesson students will:

- Understand that self-reflection is a vital part of helping shape who we become.
- Recognise that overcoming personal adversity can be a powerful motivational tool for success.
- Develop critical and creative thought processes that allow them to rethink their perceptions of what is achievable for themselves and others.

## Tuning in

Watch Holly's video as a class and ask students to answer the following questions, either alone, in pairs, or as a whole class –

- What does Holly tell us is the biggest challenge she has overcome?
- How has overcoming this challenge helped shape Holly into a successful young woman?
- What is Holly's advice to others?

## Activity

Ask students to think about and brainstorm answers to the following questions –

- What is a leader?
- Who do we traditionally imagine leaders to be?
- Finish this sentence "A leader needs to be ..."
- What qualifications do you need to become a leader?

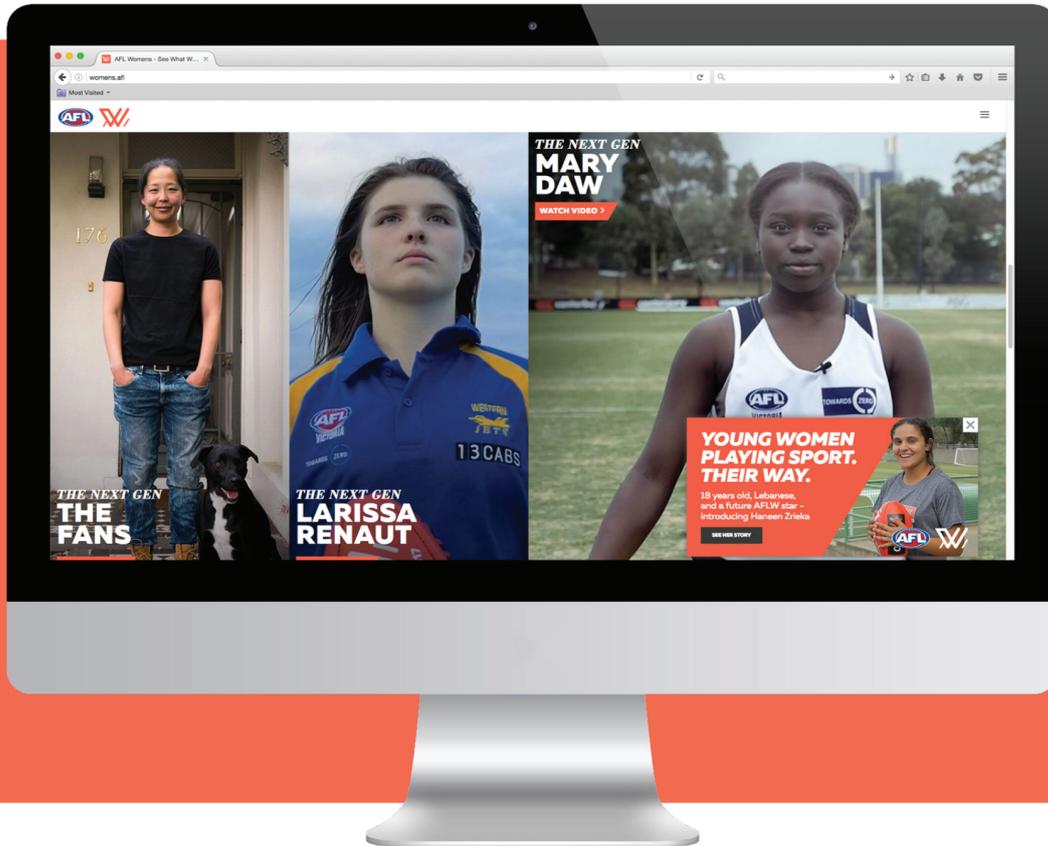
## Writing activity prompts

- How has being diagnosed with depression been one of the best things that ever happened to Holly? Why might this have been a motivational factor for her success?
- What does Holly mean when she speaks about thinking about the people we surround ourselves with? Do you believe that the people around us shape who we become and how we think? How?
- What kind of challenges might Holly have faced to become a board member for an AFL club?
- Have you ever experienced the need to be liked? How did it make you feel? How did it shape your behavior? Why do you think we feel the need to be liked?
- Identify 5 key people in your life that you admire. Why do you admire them? How do they help shape your daily thoughts and habits?
- "You're the average of the 5 people you spend the most time around" What do you think this means?
- Why is important to trust yourself? Do you trust yourself? Why/why not?

WOMENS.AFL

# WEBSITE NOTES





THE AFLW WEBSITE CONTAINS PLENTY OF RICH, MEANINGFUL AND ENGAGING CONTENT; IDEAL FOR FACILITATING DISCUSSIONS WITH STUDENTS ON SEVERAL RELEVANT TOPICS. WE ENCOURAGE TEACHERS TO UTILISE OUR AFLW WEBSITE AS A PLATFORM TO STIMULATE CONVERSATION AROUND ISSUES THAT MATTER TO YOUTH – GENDER, EQUALITY, ADVERSITY, SELF-BELIEF AND CONFIDENCE.

Using the Menu tab as a leaping off point, here are a few simple ideas for using the AFLW Website in your classroom or library.

### Key Themes –

- Cultural and Ethical understanding
- Identity and belonging
- Health and Physical Wellbeing
- Adversity
- Friendship

### Curriculum/General Capabilities –

- Literacy
- Media Studies
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding
- Aboriginal and Torres Strait Islander Histories and Cultures

## Suggested Year Level: Years 5 - 9

### Discover

Ask students to read about the game of AFLW.

Compare and contrast exercise, how are AFLW rules different from AFL?

### The People

Ask students to read the short form articles featured on some of the people in AFLW.

Activities could include a class discussion about the people 'behind' the game. What other roles are crucial to the success of the AFLW as a whole and individually at club level?

Make a list of these roles on the board. Students could choose one of the roles not featured on the AFLW website and imagine a character and their story to share with the class.

### Creating the League

Watch Jan Cooper's video and ask students to answer the following questions –

Why is it only right that 'any girl who pulls on footy boots aspire to play at the highest level possible?'

Why do you think the AFL chose the number 250,000? What might have been the reasons for this thinking?

Who is Jan Cooper and how has she been instrumental in helping create the AFLW?

### The Women of AFLW

How many of these women can students identify? How many of the 'moments' can they recognize?

Ask students to choose one of the quotes in the montage and use that as a writing or debate prompt.

### The Next Generation – Mary Daw and Larissa Renault

*The Next Generation* series is a collection of mini documentaries focused on the exploration of the personal stories of young female players who have been identified as being skilled and dedicated enough to progress through the newly developed pathways and potentially drafted into AFLW.

#### Suggested questions for discussion –

- Which teams were playing at the first game Larissa ever went to?
- Who did Larissa attend her first game with?
- Which team does Larissa barrack for?
- How old was Larissa when she attended her first game?
- What were some of her most vivid memories from that first game experience?
- Why do you think Larissa wanted to sit right at the top of the grandstand?
- What does Larissa love most about playing football?
- How important do you think it is to Larissa that there is now a pathway for elite female AFL players with AFLW? Why?
- What do you think Larissa means when she says if she is having a bad week, it doesn't matter so much because she can go and play football that weekend?
- What does Mary love the most about football?
- How has football been important to Mary and her family?
- What sacrifices do you think Mary's parents might have made to allow her and her siblings to have the things they need?
- Who has been most influential in Mary's football career?
- How do you think football helped Mary fit in at school?
- What event prompted Mary to start playing football seriously?
- Does football unite or divide the Daw family?

- How important to you think support from family has been for Mary? Why?
- How important do you think it is to Mary that there is now a pathway for elite female AFL players with AFLW? Why?
- Who does Mary hope to inspire? Why might this be important to her?

### Quote Exploration –

*“Knowing you can go as far as you want into a career you wanted to do, it means so much.”*

*“Sport had a massive impact in that do you want to be out partying or do you want to play football the next morning?”*

*“I didn’t have the best upbringing with family, but to know that on the weekends and Tuesday and Thursday nights at training that I was with a whole second family made me feel really a part of something.”*

*“To push myself as hard as I can to be the best that I can.”*

### Potential Activity –

- “I feel like it made me fit in” – have you ever felt this way about a sport or activity? Share your experience of a time a sport or activity has helped you fit in.
- Further research on Mary Daw
- <https://tenplay.com.au/channel-ten/the-project/top-stories-february-2017/daw-of-a-new-era>
- <https://tenplay.com.au/channel-ten/the-project/extra/season-8/the-daw-dynasty>
- Research the Diversity Championships, and Female Diversity championships, summarise what you have learned about why these AFL programs are important to the wider community <http://bit.ly/2mjEecZ>
- Female Diversity Championships <http://bit.ly/2IVz1EZ>

### Teacher Resources/Units of Work coming in Term 4

#### Our Stories

Sabrina Frederick Traub

Suggested Year Level: Years 9 – 10

Libby Birch

Suggested Year Level 7 – 9