Fertile Question: *How will I create my preferred future?*

Core Content Area 1: Imagine!

**TOPIC 1.1: My relational self**
- Lesson 1.1.1 Looking ahead
- Lesson 1.1.2 Living life to the full
- Lesson 1.1.3 Future relationships

**TOPIC 1.2: My spiritual self**
- Lesson 1.2.1 Life as a journey
- Lesson 1.2.2 Living a balanced life
- Lesson 1.2.3 How will I contribute to the community?

**TOPIC 1.3: My vocational self**
- Lesson 1.3.1 Being a life-long learner
- Lesson 1.3.2 My brilliant career
Fertile Question: *How will I create my preferred future?*

Core Content Area 1: Imagine!

TOPIC 1.1: My relational self

Lesson 1.1.1 Looking ahead

In this introductory lesson students will examine the introductory movie clip and imagine future possibilities for themselves.

Teachers: Before You Start!

1. Read the Teacher background on the introduction to Life Choices.
2. Consider setting up a class Wiki or Stixy Board where students can post their favourite sayings about life and living. Alternatively encourage students to gather sayings in a journal throughout the course.
3. Ask students to bring materials for the art activity in 2 a ii before the lesson. Consider setting atmosphere with quiet music.

For students to imagine their future selves, select from the following activities:

1. As year 12 graduates, you will stand on the exciting threshold of the wide open world at the start of a new journey. What will you choose to do?
   a. View the introductory movie clip to introduce the topic of Life Choices and the fertile question, *How can I create my preferred future?*
      i  Complete an analysis of the film using the table in Useful Resources.
      ii Discuss the following: What does the film imply about life and decision making? What questions does it leave you with? Some possible questions include: How do my choices influence the type of life that I can have? How much do I believe that luck or fate will determine my future? What advantages are there to preferring a future rather than “going with the flow”? How do the choices I make today affect my future? Can I change the future? What strategies do I have to cope when things go wrong?

2. Imagine the possibilities of what life could be like in an imagined future.
   a. Imagine you are looking into a mirror that could show you what you hope for in the future. There are no obstacles to your dreams, you can do whatever you want to do or be whatever you want to be
      i  Create an artwork to depict yourself in this imagined future. Choose one word that captures the dream and include it in your artwork. For example: Happy, Rich, Loved, Hopeful, Exciting etc. The artwork could be done manually or digitally using images.
      ii Create a combined collage of the class’s artworks. Take a digital photo of each artwork and save them in a central folder. Combine the class’s dream futures to make a collage using Animoto or BigHugeLabs. The collage might be used as part of a short prayer.

3. Reflect on the quote from Albert Camus - *Life is the sum of all your choices.*
   a. Collect sayings about life over the course of the unit from various people and compare them with the sentiment of Albert Camus’ quote about life.
      i Share collected sayings each lesson or by posting on a class Stixy.
Core Content Area 1: Imagine

TOPIC 1.1: My relational self

Lesson 1.1.2 Living life to the full

In this Lesson, students will explore the meaning of the concept “Living life to the full”.

Teachers: Before You Start!

1. Familiarise yourself with the introduction to Life Choices in the Teacher Background.

For students to explore the concept of living life to the full select from the following activities:

1. Explore the Christian concept of a full life.
   a. Discuss the meaning of the verse from the Gospel of John, Chapter 10, verse 10.
      i. Read the two versions of John 10:10 given below.
      
I came that they may have life and have it abundantly. NRSV
I have come that they may have life, and have it to the full. NIV
      
ii. Discuss with a partner, how the two statements are similar and how they are different?
   
b. Develop an understanding of what it means for a Christian to lead a full life.
      i. Form learning teams of 8 and allocate one paragraph of the commentary on John 10:10 to each group member to read and summarise. (Commentary is found in Useful Resources.)
      
ii. Share each summary with the group identifying the key idea, value or clue about a Christian full life.
      
iii. Synthesise a summary of your understanding of a full life for a Christian in one sentence.

2. Explore how differing world views affect people’s beliefs about living a full life?
   a. Explore and debate a variety of idioms or philosophical statements/questions that represent diverse world views.
      A world view is the framework of ideas and beliefs through which an individual, group or culture interprets the world and interacts with it.
      
      Seeing the glass as half empty or half full
      A life of abundance versus a life of paucity (scarcity)
      A life lived in love or a life lived in fear

      i. Find and/share examples of real life or fictional characters that live their lives according to a particular world view. For example negative or pessimistic people usually see life as glass half empty and this tends to prevent them from being grateful for the good things in their life. (Having a world view that world peace is possible would affect every interaction that you have with others. Gandhi)
      
      ii. Conclude this lesson by naming all the things that you value and are currently grateful for.
Fertile Question: *How will I create my preferred future?*

**Core Content Area 1: Imagine**

**TOPIC 1.1: My relational self**

**Lesson 1.1.3 Future relationships**

In this lesson, students will imagine a future that includes life-giving relationships in diverse contexts.

**Teachers: Before You Start!**

1. Read the Teacher Background about values
2. Consider preparing the classroom environment for reflective sharing.

**For students to imagine a future that includes life giving relationships in diverse contexts, select from the following activities:**

1. Examine and identify the status of your current relationships.
   a. Complete socio-grams for current relationships: Family, friends, work, and other significant relationships to analyse how relationships are currently working or not working. ([Useful resources](#))
      i. Reflect on the relationships represented in the socio-grams and why you think some relationships are working well and why some are not.
      ii. Discuss the concept of a true friend.
      iii. Share thoughts about true friendship either with the class or on a class [Stixy](#) or Wiki by completing this sentence: A true friend is someone who …
   b. Identify and examine relationships that you admire. These could be friendships, marriages or work relationships.
      i. List the characteristics of these good and life-giving relationships.

2. Imagine what you would like your future relationships to be like.
   a. Consider the pros and cons of the following personal characteristics of people you might meet in the future.
      Soft heart, hard head  soft head, hard heart  soft head, soft heart  hard head, hard heart.
      i. Rate the above characteristics of people as being: *good for you, bad for you or dangerous for you.*
   b. Examine the contribution of religious teaching regarding love and life-giving relationships.
      i. Read [1 Corinthians 13](#) for a Christian teaching about love.
      ii. Discuss and share understandings about the following: the power of love, the power of love to transform lives, the power of God’s love.
      iii. Record on one side of a card an example of the power of love, the power of love to transform lives or the power of God’s love. On the other side write a hope for your future with regard to this example. Form groups of four and share and listen to each other’s hopes for the power of love in the future.
Core Content Area 1: Imagine

TOPIC 1.2: My spiritual self

Lesson 1.2.1 Life as a journey

In this lesson students will examine components of the inner and outer life journey.

Teachers: Before You Start!

1. Read the Teacher Background about Identity and sense of self.

For students to examine components of the inner and outer life journey, select from the following activities:

1. Explore aspects of the inner and outer life journey.

The outer journey includes everything you do and all of the people you meet along all of the stages of your life. Your inner journey is how you are affected and who you become because of your outer journey. It includes your spiritual self, your character and your relational self.

a. Explore the spiritual aspect of the inner journey.

i. Discuss or reflect on the following:

Spirituality is a desire for connectedness, which often expresses itself as an emotional relationship with an invisible sacred presence.

(David Tacey)

God is Mystery, the unknowable, the presence within and beyond. Whatever way we name the Mystery of God, it will be inadequate.

(Fr Michael Elligate quoted in World Wide Open John Garratt Publishing, 2011.)

Spirituality is about what we do with the fire inside us.

(Ron Rolheiser)

ii. Complete a Y chart for what the definitions above suggest about the nature of spirituality. What does spirituality look like, sound like and feel like?

iii. Consider completing the activities in the Lesson: the Art of Discernment.

(Further definitions and explanations about spirituality can be found in the Spirituality and Ritual Unit.)

b. Analyse the Seven Habits of Highly Effective Teens (paraphrased from Sean Covey,) with regard to the inner and outer journey. (See Useful Resources)

i. Create a table with the seven habits in one column and an example of when you used each habit or when you should have used the habit. For example: Habit one is be proactive. I was proactive when I got my QTAC form in on time so that I didn't have to pay the late fee or when I asked my employer what else I could do instead of reacting to being told.

ii. Share examples with a partner and identify which habits you need to work on the most for the future.
Core Content Area 1: Imagine

TOPIC 1.2: My spiritual self

Lesson 1.2.2 Living a balanced life

In this lesson, students will explore the concept of a balanced life and imagine a balanced future life for themselves.

Teachers: Before You Start!

1. Read the Teacher Background about Identity and sense of self.

For students to imagine a future balanced life, select from the following activities:

1. Explore understandings of what constitutes a balanced life.
   a. Examine commonly held views regarding what constitutes a balanced life.
      i. Search Google images using the search terms balanced life.
      ii. List common symbols, words and areas of life that occur most frequently in the results of your Google image search.
      iii. Save one image to use to make a motivational poster. Sign in or register for Bighugelabs Motivator. Construct a motivational poster for living a balanced life. Include a title and text to demonstrate your understanding.
      iv. Share your poster with the class or a small group. Consider the following questions: Is everyone’s understanding of a balanced life the same? Is it possible to live a balanced life all the time? Why or why not?
   b. Imagine your future self one year from now leading a balanced life and what you might need to change now in order to achieve that balance.
      i. Create a cartoon representation of your future balanced self using ToonDoo or, critique the toon in Useful Resources.
Fertile Question: *How will I create my preferred future?*

**Core Content Area 1: Imagine**

**TOPIC 1.2: My spiritual self**

**Lesson 1.2.3 How will I contribute to the community?**

In this lesson students will explore the importance and the relevance of volunteer work.

**Teachers: Before You Start!**

1. Consider inviting local volunteers from the community to speak to students.
2. Provide students with A3 card or sheet for the Peoplescape activity.

**For students to imagine themselves as future community contributors, select from the following activities:**

1. Explore the value of volunteerism and community contribution.
   a. Explore the phenomenon of community involvement in the clean-up of the 2011 Queensland floods.
      i. View and discuss the BCE *Thankyou* YouTube clip and/or the ResourceLink production *Hope after the floods*.
   b. Use a Peoplescape strategy to identify and present the qualities of volunteers.
      i. Identify a person in your local community who is a volunteer. Examples might include: surf life-saving, sporting coach, church volunteer (reader, minister, cleaner, visitor of the sick), someone who visits the sick or imprisoned, someone who collects money for a charity, is a member of the P&F or Board of a school, someone who trains guide dogs, works at an animal shelter, volunteers at a festival, plants trees, participates in Relay For Life or Clean up Australia Day and so on.
      ii. Draw an outline of the shape of the chosen volunteer on an A3 sheet. On the front of the Peoplescape place images or symbols that represent the person. On the back of the shape write words, phrases or scripture that represent the attributes of the volunteer. (see Useful Resources)
2. Explore the incidence of volunteering in Australia.
   a. Explore the *Vinnies Youth* website to find out about who, what, where, and why young people volunteer with Vinnies.
      i. Click on the *Get Involved* Tab and reflect on the questions asked in the *How do I volunteer?* paragraph.
   b. Compare the *Universal Declaration on Volunteering* with *Catholic Social Teaching* (especially the common good and community).
      i. Identify which Catholic Social Teachings are directly in alignment with the Universal Declaration of Volunteering.
      ii. Examine the statistics about volunteering in Australia in the *Volunteering Australia* website and answer the following questions: *Who is most likely to do volunteer work in Australia? Suggest a reason for the major increase in volunteering since 1995. Which areas are young people most likely to volunteer in? Where or how do you imagine yourself volunteering in the future?*
Fertile Question: How will I create my preferred future?

Core Content Area 1: Imagine

TOPIC 1.3: My vocational self

Lesson 1.3.1 Being a life-long learner

In this lesson students will explore the concept of what it means to be a life-long learner.

Teachers: Before You Start!

1. Read the introduction in the Teacher Background.

For students to explore the concept of life-long learning select from the following activities:

1. Explore the nature and reasoning for being a life-long learner.
   a. Explore the type of learner that you currently are.
      i. Complete a questionnaire about learning styles here.
      ii. Retrieve your learning style report and compare your learning style with others.
      iii. Read through the suggestions about how you might learn more effectively.
      iv. Reflect on how this knowledge might affect your future learning.
   b. Explore why life-long learning is necessary to lead a full and fulfilled life.
      i. Form a learning team of four to imagine possibilities (doors opening) and consequences (doors closing) for the year after year 12.
      ii. Register for Bubbl.us, a brainstorming tool for making mind maps.
      iii. Divide into pairs. One pair will explore the possibilities after year 12 if you are willing to try, learn and experience new things. The other pair will look at the possibilities if you are not willing to try, learn or experience new things. Examples of possible learning experiences are given in Useful Resources.
      iv. Compare the two charts. What can you conclude about your willingness to keep learning? Identify possible obstacles that could stop you from learning.

2. Explore how life-long learning has led people to success.
   a. Choose a successful person in an area of your own interest to research.
      i. Locate information about at least three new things that they had to learn in order to become successful.
      ii. Record the information as a short Bio including the person’s name, field of work, three learnings and a significant triumph.
      iii. Share with the class either verbally or posted on a class Wiki or Stixy. An example is given in Useful Resources.
Fertile Question: *How will I create my preferred future?*

Core Content Area 1: Imagine

**TOPIC 1.3: My vocational self**

**Lesson 1.3.2 My brilliant career**

In this lesson students will explore and imagine career possibilities.

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**Teachers: Before You Start!**

1. Read the Teacher Background about work and its purpose.

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For students to explore and imagine career possibilities, select from the following activities:

1. Imagine your future working life.
   a. View the 15 minute graduation address given by Steve Jobs, co–founder of Apple.
      i. Discuss the advice given in the clip for graduating students. How much do you agree or disagree with his advice?
      ii. Share stories about people in your life who haven’t settled and are pursuing their passion.
   b. Explore the importance of doing something that you love.
      i. View the short movie clip from *My Brilliant Career*.
      ii. Discuss the lament of Sybylla from the movie My Brilliant Career and answer the following questions: How important is it to find a job/career that you love in order to live a happy and fulfilled life? What are some reasons that people don’t follow their dreams? How might a worldview of fear prevent someone from fulfilling their ambitions?
      iii. Consider the question: How do I know what to do and who to be in my life?
      iv. Imagine your dream job in the future. Write a short paragraph to describe what it would be like.

2. Explore the purpose and nature of work.
   a. Read and discuss the following quotation from Catholic Social Teaching regarding the purpose of work.

   "All work has a threefold moral significance. First, it is a principle way that people exercise the distinctive human capacity for self-expression and self-realization. Second, it is the ordinary way for human beings to fulfill their material needs. Finally, work enables people to contribute to the well-being of the larger community. Work is not only for one’s self. It is for one’s family, for the nation, and indeed for the benefit of the entire human family."

   Economic Justice for All #97

   b. Locate jobs that would fulfil the three criteria listed in the definition above.
      i. Access the Seek job search website. Select a salary, classification and sub classification and location that you think meets the three criteria: a job that allows self expression and self realisation, that pays enough to support material needs and enables employees to contribute to the well-being of the community.
      ii. Save the job and share with the class explaining why it meets the three criteria for you.
Lesson 1.1.1

Discuss the linguistic, visual, gestural, audio and spatial semiotic systems used in the Life Choices movie clip.

<table>
<thead>
<tr>
<th>Semiotic System</th>
<th>Examples from the film</th>
<th>Making Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic. How is written language used to convey meaning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gestural. How is body language used to convey meaning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio. How is sound and silence used to convey meaning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual. How are the visual components and techniques used to convey meaning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spatial. How are space and the placement of props used to convey meaning?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As humans, we are naturally oriented toward material things, but as Christians, our perspective must change. Paul admonishes, “Finally, a Christian’s life revolves around, as Peter puts it, “grow[ing] in the grace and knowledge of our Lord and Savior Jesus Christ” (II Peter 3:18). This suggests that the abundant life is a process of learning, practicing, and maturing, as well as failing, recovering, adjusting, enduring, and overcoming because, in our present state, “we see in a mirror, dimly” (I Corinthians 13:12).

As humans, we are naturally oriented toward material things, but as Christians, our perspective must change. Paul admonishes, “Set your mind on things above, not on things on the earth. For you died [in baptism], and your life is hidden with Christ in God” (Colossians 3:2-3). To us, life — and our Perception of abundant life — is a whole new ballgame!

Richard T. Ritenbaugh
Lesson 1.1.3

A sociogram is a graphic organiser that represents the relationships among people/characters.

It helps students to think more deeply about the relationships that exist between people/characters.

There are many variations, but this is a simple explanation based on that given by Johnson and Louis. In a sociogram, the central character is placed at the centre of the page and the other characters are placed around it. Connectors such as arrows between characters show the direction of the relationship and can also show the nature of the relationship by using colour or length. A number of conventions may be useful in developing sociograms:

- Place the central character/s at the centre of the diagram.
- Let the physical distance between characters reflect the perceived psychological distance between characters.
- Let the size of the shape representing a character vary with (a) the importance, or (b) the power of the character.
- Show the direction of a relationship by an arrow, and its nature by a brief label.
- Represent substantiated relationships by a solid line and inferred relationships by a broken line. Coloured lines can also be used to represent different types of relationships. Students would need to know what the different colours represent.

For example:

Sociogram Explanation

I love my mum and dad and they love me. My relationship with dad is great. He trusts me and is honest with me about what he thinks and feels. My mum is great too but I can talk more to dad. My brother and I are very close. We do everything together and look out for each other. My sister doesn’t live with us. I think about her sometimes but I never hear from her and don’t feel like she cares about me much.
Lesson 1.2.1

A brief description of the Seven Habits of Highly Effective Teens follows:

<table>
<thead>
<tr>
<th>Habit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be Proactive</td>
<td>Effective people take responsibility for their lives. They are proactive, not reactive! Proactive people recognise that they can’t control everything that happens to them, but they can control what they do about it! Mastering this habit is the key to unlocking the other 6.</td>
</tr>
<tr>
<td>2. Begin With The End In Mind</td>
<td>The second habit requires teens to develop a clear picture of where they want to go in life. It means deciding what their values are and setting goals. Habit 1 says you are the driver of your life; Habit 2 has you deciding where you want to go and drawing up a map to get there.</td>
</tr>
<tr>
<td>3. Put First Things First</td>
<td>This habit is all about managing and making priorities for your time so that the most important things come first, not last. The Prioritiser ensures that nothing is urgent – because the important things get done well ahead of their ‘due date.’</td>
</tr>
<tr>
<td>4. Think Win/Lose</td>
<td>Habit 4 requires teens adopt a healthy attitude towards life, a mental frame of mind that says ‘I can win and you can win too.’ It’s not me, not you, but both of us!</td>
</tr>
<tr>
<td>5. Seek First To Understand, Then To Be Understood</td>
<td>This habit requires teens to see things from another’s point of view before sharing their own point of view. It is a key habit for successful communication!</td>
</tr>
<tr>
<td>6. Synergise</td>
<td>Habit 6 acknowledges the truth in the Helen Keller quote, ‘Alone we can do so little; together we can do so much.’ It promotes the celebration of differences, the importance of teamwork, open-mindedness and the creativity of finding new and better ways to accomplish tasks.</td>
</tr>
<tr>
<td>7. Sharpen the Saw</td>
<td>This habit is all about self-renewal. It requires teens to keep their personal selves sharp, so that they can better deal with life. It means making time to renew your body, your brain, your heart and your soul.</td>
</tr>
</tbody>
</table>

- from Covey, Sean. The Seven Habits of Highly Effective Teens (New York: Fireside, 1998).

Lesson 1.2.2

**Bighugelabs Motivator**

This free tool can be used to make motivational posters like the one below. Register with an email and a password. Images can be uploaded from picture folders. Click create to view your work and edit to go back to the create screen.
Lesson 1.3.1

Examples of experiences after year 12

<table>
<thead>
<tr>
<th>Learning activities or experiences for the outer journey</th>
<th>Learning activities or experiences for the inner journey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to Uni/Tafe</td>
<td>Take a regular yoga or meditation class</td>
</tr>
<tr>
<td>Get job</td>
<td>Make new friends</td>
</tr>
<tr>
<td>Read a book a month</td>
<td>Volunteer locally or overseas</td>
</tr>
<tr>
<td>Travel around Australia</td>
<td></td>
</tr>
<tr>
<td>Get driving lessons</td>
<td></td>
</tr>
<tr>
<td>Learn piano</td>
<td></td>
</tr>
<tr>
<td>Start your own business</td>
<td></td>
</tr>
</tbody>
</table>

Bio: Michelangelo (1475-1564)

Field of Work: art and sculpture

Area of success: Sculptures of the Pieta and David, Ceiling of the Sistine Chapel

Three decisions to learn new things:

1. Ignored father’s request to study grammar, instead studied and copied paintings and hung out with artists and became apprenticed to an artist at 13. (1488)

2. 1493 secretly sneaked into Santo Spiritus hospital to study the anatomy of corpses to aid his body sculptures.

3. Learnt how to paint frescoes in order to paint the Sistine chapel 1508-1512.

In the last years of his life, Michelangelo scribbled “ancora Imparo” (Still I am learning) in the margin of one of his sketches. In celebration of life-long learning!
Lesson 1.2.3

Peoplescape Strategy

A Peoplescape displays a collection of visual, symbolic representations of significant individuals. The strategy is derived from the Peoplescape created on the ground of Parliament House for Australia’s Centenary of Federation 2001.

To create a Peoplescape students draw, paint and/or attach collage materials and texts to a cardboard or foam board cut-out in the shape of a person. A Peoplescape is a self-standing structure. The artwork on the Peoplescape should incorporate symbolic representations of the history, culture and social contribution of the significant person.

Teachers need to provide clear instructions to students before the design of the Peoplescape characters. Ways of symbolising a person’s character can also be discussed and demonstrated. A repertoire of resources and learning activities on the chosen characters needs to be provided and accessed by the students. Other discussion and draft presentations or diaries could be created to enhance students’ final designs.
ACKNOWLEDGEMENTS

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