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

Core Content Area 3:  Celebrate and reflect

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Depthing Understanding: A career showcase.

Extending Knowledge: A case study in leadership
Fertile Question: *How can I create my preferred future?*

**Core Content Area 3: Celebrate and reflect**

**TOPIC 3.1: Joie de vivre!**

**Lesson 3.1.1 What makes us happy?**

In this lesson students will explore the concept of what makes for a happy life.

**Teachers: Before You Start.**

1. Preview the Jonathan Harris YouTube clip about Gross National Happiness in Bhutan. Consider holding a happiness indicator day in your school when Religion and Ethics students could conduct a similar project to Jonathan Harris and use the results in a school assembly liturgy or prayer.

For students to explore the concept of what makes for a happy life, select from the following activities:

1. Explore the question: What does it mean to be happy?
   a. Investigate the level of happiness of members of your school community.
      i. View the [YouTube clip](#) of Jonathan Harris measuring happiness in Bhutan.
      ii. The four pillars of Gross National Happiness in Bhutan identified by the previous King Jigme Singye Wangchuck were: economic self-reliance, a pristine environment, the preservation and promotion of Bhutan’s culture, and good governance in the form of a democracy. How were these pillars of happiness represented in the wishes of Jonathan Harris’ interviewees?
      iii. Discuss with a partner what you think the pillars would be for a measure of Christian happiness. For example: the association between happiness, forgiveness, gratitude and the spiritual life.
      iv. Conduct your own happiness measure for members of your school community asking them to rate their happiness with balloons and writing a wish for their future. Take photographs of the happiness indicators (number of balloons held) and the wishes. Consider using these as part of a school liturgy using the balloons and wishes in the liturgy as prayer.
   b. Explore the question: Do you have control over your happiness?
      i. Access the [Fact Sheet](#) - What is happiness? Explore and discuss the equation given for happiness: Happiness = Genetics+circumstances+voluntary control. How much do gratitude and forgiveness aid happiness?
      ii. Read the quote below from the diary of Anne Frank, written by a 14 year old Jewish girl whilst hiding away for two years in a building annexed with her family in Holland during World War II for fear of persecution by the Nazis.

   *This is where mother and I differ greatly. Her advice in the face of melancholy is: ‘Think about all the suffering in the world and be thankful you’re not part of it.’ My advice is: ‘Go outside, to the country, enjoy the sun and all nature has to offer. Go outside and try to recapture the happiness within yourself; think of all the beauty in yourself and in everything around you and be happy.’ I don’t think Mother’s advice can be right because what are you supposed to do if you become part of the suffering? You’d be completely lost. On the contrary, beauty remains, even in misfortune. If you just look for it, you discover more and more happiness and regain your balance. A person who’s happy will make others happy; a person who has courage and faith will never die in misery!* Diary of Anne Frank
      iii. Reflect on a time when you were truly happy. Imagine you are there right now. Notice how it feels in your heart, body and mind. Identify where the beauty is in this moment and rejoice in it.
      iv. Create a bumper sticker by completing this sentence: Happiness is…
Fertile Question: How can I create my preferred future?

Core Content Area 3: Celebrate and reflect

TOPIC 3.1: Joie de vivre!

Lesson 3.1.2 Re-inventing and re-imagining

In this lesson, students will use the information they have gathered throughout the unit to cast themselves forward into the future ten years from now.

Teachers: Before You Start!

1. Familiarise yourself with Fakebook. This is an educational tool and not affiliated with the social networking site with a similar name.

2. This lesson includes an activity from the suggested Assessment task.

For students to imagine their preferred future self, complete the following activity:

1. Imagine yourself in the future ten years from now.
   a. Create a Fakebook page for yourself written from your own perspective ten years from now based on your goals, strengths, interests, and values determined in previous activities.
      i. Enter a name that represents the older you. For example: Successful Vet. The Fakebook program will find an image for you for your profile picture.
      ii. Edit your profile to indicate your future balanced self. Include: education, career, family/marital status, interests, spirituality etc.
      iii. Add friends that you expect to have in ten years. These could include current friends that you expect to still have and future friends. (You could choose famous people that have the characteristics that you look for in a friend or who are in the field of work that you intend to be in.)
      iv. Add at least three comments that represent what could be going on in your life at that time. This could include a graduation or career move/change/promotion, a relationship change, achievements or just fun. Add Likes from friends where appropriate by typing Likes this in the Comments box. You can add YouTube clips by including the url in the Comments box. Save your finished page to share with your teacher.
   b. Create an e-collage of images that represents your preferred future lifestyle including a balance of relational, spiritual and vocational images as well as cultural, sporting and recreational images.
      i. Use Creative Commons Australia to find 16 images that represent the various aspects of your future self and BigHugeLabs Mosaic Maker to create the collage. Save the collage for uploading to your e-Portfolio.
Fertile Question: How can I create my preferred future?

Core Content Area 3: Celebrate and reflect

TOPIC 3.1: Joie de vivre!

Lesson 3.1.3 Creating memories

In this lesson students will explore the importance of creating memories and looking after them.

Teachers: Before You Start!

1. Familiarise yourself with BigHugeLabs Cube.
2. Scissors and glue will be required for one of the activities listed.

For students to explore the importance of creating, sharing and taking care of memories, select from the following activities:

1. Explore the importance of memories.
   a. Share memories of your time at school with a small group or class.
      i. Discuss important events, funny events or special memories that your year level has shared this year.
      ii. List the ways memories are recorded at school. Why are these memories recorded? What problems can arise if photos are kept digitally in one place? What can be done to insure that the photos are not lost?
      iii. Discuss the way in which you would like your year level to be remembered by the school.
   b. Create a memory cube using six digital images.
      i. Store six digital images in an accessible file.
      ii. Register for BigHugeLabs with an email and password.
      iii. Access the Cube application and upload the six images using the browse and upload buttons.
      iv. Create the template for the cube and print it. (Check with your teacher if you can print in colour or use black and white.)
      v. Cut out and build your cube.
      vi. Share your memories in a small group.

2. Explore the importance of intentionally celebrating life.
   a. It has been said that the more you praise and celebrate your life, the more there is in life to celebrate.
      i. Create a list of all of the things you are grateful for and could celebrate today.
      ii. Design a day of fun to celebrate good friends that costs less than $10. See http://www.brisbane-australia.com/free-stuff-to-do.html for some ideas in and around Brisbane.
Core Content Area 3: Celebrate and reflect

TOPIC 3.2: Embracing the journey

Lesson 3.2.1 Responsible Stewardship

In this lesson students will investigate the importance of managing their impact on the world.

 Teachers: Before You Start!

1. Consider booking a Northey Street City Farm tour for students to learn about sustainable living in the city.

2. Familiarise yourself with the Money Smart website.

For students to investigate the importance of managing their impact on the world, select from the following activities:

1. Christians believe that they are empowered by God’s love to promote dignity of the human person and justice for all, to work and act for the common good, to be the best person they can be, to manage resources wisely and thereby make the world a better place.
   a. Examine the ways in which your carbon footprint could be reduced.
      i. Read and discuss the 50+ ways to reduce your carbon footprint.
      ii. Discuss why reducing your carbon footprint would be important for your preferred future.
   b. Explore ways to prepare financially for a preferred future.
      i. Read the comic To the Max to raise awareness about some of the financial pitfalls for young people.
      ii. Discuss the issues raised in the cartoon: mobile phone plans, credit cards, car insurance, saving, etc.
      iii. Explore the Money Smart website for Under 25s to increase your knowledge about money matters.
      iv. Take the Under 25s money quiz to test your knowledge on managing money.
      v. Examine current habits with money. Make a list of everything you have spent money on in the past week. How much of it was on things that you needed? How much on things that you wanted? How much did you save? How much of your money did you contribute to the good of others?
      vi. List all of the ways that people could contribute some of their wealth for the good of others: eg buy a copy of the Big Issue etc.
      vii. Identify one thing you could start to do today that would reduce the amount of money that you waste.
Fertile Question: How can I create my preferred future?

Core Content Area 3: Celebrate and reflect

TOPIC 3.2: Embracing the journey

Lesson 3.2.2 Moving out

In this lesson students will explore the joys and pitfalls of moving out.

Teachers: Before You Start!

1. Familiarise yourself with the websites referred to on this page to ensure suitability for your class.

For students to explore the issues associated with moving out of home, select from the following activities:

1. Investigate the costs and risks associated with moving out of home.
   a. Imagine you have decided to share a house/unit with two friends who will be going to the same university as you.
      i. Form a learning team of three and investigate what would be required for you to be able to rent a three bedroom property together, either close to public transport or close to your university/TAFE of choice. Costs to consider include: bond, electricity, internet access, furniture. Useful websites include: Realestate.com.au, Electricity/gas cost, Compare Wireless in Brisbane, gumtree Australia, Money Smart - leaving home
      ii. Discuss possible areas of conflict that could arise in the household.
      iii. Discuss possible solutions to the conflict.
      iv. Create a role play for how to deal with one of the issues that you have identified. Present to the class.
   b. Investigate the possibility of going into a share house with people you don’t know.
      i. Discuss possible areas of conflict and danger that could arise in the household.
      ii. Discuss possible solutions.
      iii. Create a role play for how to deal with one of the issues that you have identified. Present to the class.
Fertile Question: *How can I create my preferred future?*

Core Content Area 3: Celebrate and reflect

**TOPIC 3.2: Embracing the journey**

**Lesson 3.2.3 The art of journaling**

**Teachers: Before You Start!**

1. Familiarise yourself with the Journaling function in Folio spaces.

**For students to explore the value of journaling select from the following activities:**

1. Investigate different ways that people document important or noteworthy times in their lives.
    
    a. Recall the ways that you or your family have recorded important moments in your life so far. Examples could include: collections of medals, trophies or certificates, photo albums documenting events in your life, baby albums showing important events in your babyhood, art works, songs written, art diaries, regular diaries, online journals, treasure boxes of memories, family trees, height charts, family stories, Facebook profiles etc.
        
        i. Discuss with a partner, how finding any one of the ways that your life has been recorded so far would offer the finder a glimpse into your life.
        
        ii. Create a museum box as a way of “journaling” about your life so far. This can be done virtually using the Web 2.0 tool [Museum Box](#) or practically, by creating an actual box in which you can place objects, writings, recordings etc about you and what is important to you right now. (Note: if you choose to create using the Web 2.0 tool, saving the box places it in the public online arena. Don’t use your real name or list personal details in the museum box.)

    b. Explore reasons why people journal. For example: therapeutic, prayer or reflection, charting events etc.
        
        i. Create a list of famous diaries or journals and discuss the various reasons these people may have had for keeping their journal.
        
        ii. Share understandings about the following question with a partner: How might reflective journaling assist you to discern life choices and preferred futures?

2. Examine some of the issues associated with online journaling.
    
    a. Explore the phenomenon of blogging.
        
        i. Research the pros and cons of online blogging. One example of the dangers of blogging can be found [here](#).
        
        ii. Create a set of dos and don’ts for online blogging. Share with the class.
Fertile Question: How can I create my preferred future?

Core Content Area 3: Celebrate and reflect

TOPIC 3.3: Life to the full

Lesson 3.3.1 Being a leader

In this lesson students will explore what it means to be a good leader and examine their own leadership skills.

Teachers: Before You Start!

1. Preview the Questionnaire referred to in this lesson and remind students to save the results for their e-Portfolio.

For students to explore what it means to be a good leader and examine their own leadership skills select from the following activities:

1. Develop an understanding of transformational leadership and an awareness of your own leadership skills.
   a. What do you believe constitutes good leadership? How important are personal qualities, emotional intelligence/social skills and the capacity to solve problems and imagine future possibilities to being a good leader?
      i. Construct a Y chart for the concept of good leadership: Good leadership looks like, sounds like, feels like.
      ii. Identify situations where you have witnessed good leadership lately. Describe the situation to a partner and why you thought it was good leadership. Examples could be from school, work, home, sporting club or on a larger scale. Identify the situation, decisions made, what was said and done and results.
      iii. Identify your own leadership skills by taking the Leadership Questionnaire. Save the results in a word file to add to your e-Portfolio.
      iv. Analyse the results and answer the following question. How might the building up of self-confidence and the cultivation of a positive attitude assist you to create your preferred future?
   b. Research the characteristics, vision and achievements of Jesus as a transformational leader.
      i. Access and read the Mindtools article on transformational leadership. (Scroll down to the section titled Transformational Leadership.)
      ii. Jesus challenged believers to bring about the Kingdom of God on earth. What evidence exists today of the success of Jesus’ vision?
      iii. Imagine you are Jesus living in the 21st Century and taking the Leadership Questionnaire. Discuss the validity of the questions in light of the personal qualities, emotional intelligence and transformative powers of Jesus. (Use Scripture references to support your answer.)
Core Content Area 3: Celebrate and reflect

TOPIC 3.3: Life to the full

Lesson 3.3.2 Moving on

In this lesson students will explore ways to move forward with purpose.

Teachers: Before You Start!

1. Familiarise yourself with the Road to Emmaus story.

For students to explore ways of moving forward with purpose, select from the following activities:

1. Leaving school is not an end but a beginning of a new journey that holds all the possibilities for you to fulfil your potential and live life to the full. Explore and reflect on the concept of beginning a new journey.

      i. Read individually or as a class, On the Road to Emmaus from the Gospel of Luke 24:13-32.
      ii. Use the Before and After strategy to identify how the Disciples were feeling before they met Jesus on the road and how they felt after he broke bread with them. (See Useful Resources)
      iii. The Disciples didn’t recognise Jesus. He called them foolish and lectured them. Why do you think they urged him to stay with them longer?
      iv. Reflect on your own journey from now. Who will be on the road with you? Who will journey beside you and who will be the friend who can challenge you when you are being “foolish”?
      v. Add an entry into the Journal of your e-Portfolio reflecting on who you expect to be on the road with you next year. Use words or drawings.

   b. Share words of wisdom for life. What will make your heart burn within you with passion and purpose for the future?
      i. Read Bruce Mau’s incomplete manifesto for growth and Desiderata by Max Ehrman and share any other wisdom sayings collected throughout the unit.
      ii. Create a set of growth cards for the class. Each student chooses either one of Bruce Mau’s manifesto statements for growth, a line from Desiderata or one of the other wisdom sayings shared with the class throughout the unit.
      iii. Locate a suitable digital image to go with the text and use BigHuge Labs Motivator to create a card. Copy each of the cards to create a set of wisdom growth cards for each student.
Lesson 3.1.2

Fakebook is one of the online tools from ClassTools.net. It is not affiliated with an online social medium. It allows students to create imaginary profile pages. Register with a username, email and password so that work can be saved and edited later.

Back to Lesson.

Lesson 3.1.3

BigHugeLabs is an online tool for manipulating digital images into various presentation formats. BigHugeLabs Cube requires six images (or less) and it will arrange the images into a T shape that can be printed and folded into a cube shape. You will require scissors and glue.

Back to Lesson.

Lesson 3.2.3

Museum Box is a free Web tool to showcase a collection of artefacts about a person, place or event history. Teachers can register their school and then students can select the school when they register. This allows teachers to preview the students’ Museum Box and provide feedback before the Museum Box is published. Please note that once the Museum Box is published, it can be accessed by anyone so don’t put personal contact details in the box. Instructions for how to construct the box are given on the web page.

Back to Lesson.
Lesson 3.3.2

Before and After Strategy

This is a simple and quick strategy to extract information from a text or any form of stimulus material, and present it visually. It is used for showing cause/effect relationships as well as how things change over time.

Before

After
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