Fertile Question: How can I create my preferred future?

Core Content Area 2: Prepare!

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Fertile Question: How can I create my preferred future?

Core Content Area 2: Prepare!

TOPIC 2.1: Handling things

Lesson 2.1.1 Choices, challenge and change

In this lesson students will explore and discuss informed choice as a tool for dealing with challenge and change.

Teachers: Before You Start.

1. Preview the Life Choices movie clip prior to the lesson. Copy each of the quotes from the movie clip onto an A3 sheet of paper for activity 1 b i. (Quotes are located in Useful Resources.)

For students to explore choice, challenge and change, select from the following activities:

1. Explore ways that people manage challenge and change.
   a. Interpret various quotes about life to increase understanding about choice and a preferred future.
      i. Form learning teams of 5 - 6 to discuss the quotes from the movie clip on the A3 sheet you have been allocated.
      ii. Read the quote out loud to the group and have each person reflect and write what they think the quote tells them about life. Each person shares what they have written and the group then collaborates to produce one sentence to represent the group’s shared understanding about what the quote says about life. Write the shared meaning on the A3 sheet that the quote is on.
      iii. Pass the A3 sheet on to the next group as directed by the teacher. Read the new quote you have been given and the meaning about life written by the previous group. Discuss the new quote, but this time focusing on what it says about choice. Write your group’s shared understanding about what the quote tells you about choice.
      iv. Repeat the process with the third quote, but this time adding what the group thinks the quote tells them about faith.
      v. View the fourth quote and add what the group thinks the quote tells them about empowerment.
      vi. View the fifth quote adding what the group thinks the quote tells them about future.
      vii. Read the five responses on your group’s original quote and reflect on the process of viewing the same quote through different lenses. Has it added meaning to your group’s original interpretation?

2. Explore a process of problem solving for meeting challenges.
   a. There will always be times when you feel stressed or overwhelmed about various situations in life. Healthy eating, exercise and sleep habits are essential for maintaining good mental health as well as having fun things in your life and keeping good communication with friends and family. Rate yourself on these aspects of your life at the moment. (See Useful Resources)
      i. Identify a problem that you are currently facing or create a hypothetical one. For example, what if you don’t get either of your first two choices for Uni courses next year or you miss out on the apprenticeship/job you were hoping for? Work through the following steps discussing the pros and cons of each step of the process as you go.
      1. Identify the problem. What’s worrying you?
      2. Which of your goals does it relate to (What do you want?)
      3. List possible alternatives (What can I do?)
      4. Consider the consequences. (What might happen?)
      5. Decision making and implementation: What decision will you make? Put it into action.
      6. Evaluate. Did it work?
   
   ii. How do you know when you have made a good decision? Share thoughts with a partner by finishing this sentence: I’ll know I’ve made a good decision if…
Fertile Question: How can I create my preferred future?

Core Content Area 2: Prepare!

TOPIC 2.1: Handling things

Lesson 2.1.2 Know who you are

In this lesson students will reflect on various aspects of their identity and what is important to them for the future.

Teachers: Before You Start!
1. Read the Teacher Background on Identity and Values. Familiarise yourself with Folio Spaces if planning to use the suggested Assessment Task. See Useful Resources for further information.

2. Ensure students save the results from the questionnaires to add to their portfolio. This can be done by taking a screen shot and paste into a Word document, or use Screen Hunter 5.1.

For students to further develop a sense of who they are and what is important to them, select from the following activities:

1. Living life in line with one’s values is important for a sense of well-being, self-respect and self-esteem. Living a life which violates one’s values can lead to confusion, frustration and depression. In order to create a preferred future one must know what one prefers!

   a. Explore Christian values embedded in Christian Scripture.
      i. Read Matthew 25:34-40. See Useful Resources or view here.
      ii. Complete a retrieval chart to match the action identified by Jesus in the Scripture to a modern day example and associated Christian values. (An example is located in Useful Resources.)

   b. Explore and identify how values influence how you live your life.
      i. View the brief clip from the film Amazing Grace where William Wilberforce is trying to convince the parliament to abolish slavery. (Choose the clip Coffers of the King.)
      ii. Compare the values of the two main speakers and discuss how one’s values (what you stand for) influences your behaviour.
      iii. Complete the two Questionnaires located here to determine the importance of certain values. Save the results.
      iv. Discuss the results with a partner combining the results of the two questionnaires, stating whether you agree or disagree with the findings.
      v. Use this list to create a table of activities that you are most likely or mostly unlikely to do in the first year after year 12:

         Buy a car, travel around Australia or overseas, start smoking, get drunk on weekends, forgive a friend for hurting you, stop talking to your family, start a course of study, get in a car with a drunk driver, start a family, play computer games or other distractions instead of going to your course classes, go for a promotion at work, go see a play or concert, pray often, try drugs, look out for my friends, make sure I have organised how I will get home from a night out before I go out.

         Discuss your rationale for your categorisation with a partner or small group.

         Reflect on the ease or difficulty of the previous task and complete the following sentence: If I know what I value and stand for then …
Fertile Question: How can I create my preferred future?

Core Content Area 2: Prepare!

TOPIC 2.1: Handling things

Lesson 2.1.3 Taking responsibility

In this lesson, students will examine a case study of decision making and consequences and implications for a preferred future.

Teachers: Before You Start!

1. Preview the Australian Story Shattered (30mins) to determine suitability for your class.

For students to explore issues of mistakes and responsibility, select from the following activities:

1. Explore the case study of two young people whose lives were changed forever by series of poor decisions.
   a. View the Australian Story episode Shattered (30 mins).
      i. Discuss your reaction to the story as a class.
      ii. Use a Fishbone strategy to chart the decisions that Peter took that night. Begin with the event where Peter receives the news that he will not see his daughter for the weekend. (Useful Resources.) Identify the influences on his decisions that night and the consequences of those decisions.
      iii. Construct a second fishbone where outside influences could have altered Peter’s decision-making that night.
      iv. Create a before and after character sketch that shows the change in the dimensions of Peter’s character. (See Useful Resources.)
      v. Choose an issue that relates to this story: friends, family support, taking responsibility, being sorry and being forgiven, the dangers of drinking too much alcohol, seeking help, coping when things go wrong or other. Prepare a short presentation that reflects your insights about the issue that could be shared with a group of students in your year level. Create a simple yet effective slogan that could be used to help anybody who might be feeling out of control. For example: Stop, Think, Act or Are you ok? Explain your slogan in a short presentation that provides a reason and possible context for its use.

2. Explore characteristics that would assist a person to make good decisions and create a preferred future.
   a. Explore the Christian teaching about the presence of God through the Holy Spirit.
      i. Read St Paul’s Letter to the Galatians 5:22-23 about the fruit of the Spirit.
      ii. Complete the table in Useful Resources providing examples of where you have seen the fruit of the Spirit or the absence of the fruit of the Spirit in your life or in newspaper or magazine articles.
      iii. Create a toon in ToonDoo to teach a young person about the consequences of not developing self-control.
Core Content Area 2: Prepare!

TOPIC 2.2: Keeping in balance

Lesson 2.2.1 So, what do I believe?

In this lesson students will examine their own beliefs and develop a personal creed.

For students to explore and examine their own beliefs, select from the following activities:

1. Examine the concept of believing without seeing to explore the notion of faith.
   a. Read and discuss the story of the disciple Thomas who didn’t believe the other disciples when they told him about Jesus’ resurrection.
      i. Locate and read the story of Jesus’ disciple Thomas in John 20: 24-29 and/or view Caravaggio’s artwork of Thomas putting his fingers in Jesus’ wounds, The Incredulity of Saint Thomas.
      ii. Read the following commentary about this story:
          Rather than be angry with Thomas, Jesus met Thomas where he was with his belief/doubt and invited him to touch his wounds. Jesus understood that at times on the journey humans will experience doubt and lack of faith. People of faith seek truth in all things. It is this faith that they draw on to discern whether to doubt or trust.
      iii. Recall moments in life when you were correct when being a “doubting Thomas” and moments when your doubt was misplaced.
   b. Explore some of the challenges of Jesus’ teachings in the Christian scriptures.
      i. Some theologians say that Jesus turned things upside down to challenge the status quo. Identify the challenge and the truth in Luke 6: 31-36.

2. Knowing what you believe in provides a guide for your decisions and actions especially in times of crisis.
   a. Write your own personal creed for living.
      i. Read the instructions for how to write a personal creed as well as the examples of some personal creeds here or listen here.
      ii. Use the framework described in the website in 2 a i or another to construct a personal creed.
      iii. Choose one of the following statements or use your own statement to begin your creed:
          I believe that I am born in the image and likeness of God and therefore I ….
          I believe in myself and therefore I ….
          I believe in the mystery of (God) (creation) (life) (the Trinity)
      iv. Save the file of your personal creed to upload to the first page of your e-portfolio.
Core Content Area 2: Prepare!

TOPIC 2.2: Keeping in balance

Lesson 2.2.2 Coping with loss and grief

In this lesson students will explore support networks that assist in times of grief and loss.

Teachers: Before You Start!

1. Read the Teacher Background on Coping with challenge and change.

For students to explore support networks that assist in times of grief and loss, select from the following activities:

1. Recognise that grief is a normal part of the healing process for people who have suffered a loss. Unexpected setbacks such as illness, relationship breakdowns, career disappointment or financial hardship will unfortunately affect most people’s lives at some point and the ability to rebuild or bounce back will impact on one’s subsequent quality of life.

   a. Examine the cycle of grief as described by Elizabeth Kubler Ross.

   i Review the expansion of these stages and their implications in Useful Resources.
   ii View the segment of the film A Walk to Remember when a young girl tells her boyfriend she has cancer and identify the different stages of grief evident.
   iii Discuss why you think the time axis for the cycle of grief has no scale.
   iv Rate the following activities as helpful or not helpful when moving through the stages of grief.

   Blaming someone (yourself or another), distracting yourself with work, fun or the company of friends, prayer, listening to sad music, drinking alcohol, going for walks, calling Lifeline or seeking grief counselling, crying, forgiving someone, sharing memories, Lighting a prayer candle. Discuss with a partner. See Useful Resources for contact details for useful organisations to help with loss.

2. Explore why people ritualise death and loss both in and out of a faith context.

   a. Research the features of the death and funeral rites of a religious tradition.

   i Choose a religious tradition to investigate. Design research questions to find information regarding some or all of the following: rituals for the dead or the dying, symbols used and their meaning. Record findings in a retrieval chart. Present findings as an answer to the question: How does ritual help humans to make sense of death?

   b. View the YouTube clip of the paddle out ritual for the surfer Andy Irons. How did this ritual help his friends cope after his death?

   See Useful Resources for contact details for useful organisations to help with loss.
Fertile Question: How can I create my preferred future?

Core Content Area 2: Prepare!

TOPIC 2.2: Keeping in balance

Lesson 2.2.3 Prayer, meditation and stillness

In this lesson students will investigate the importance of stillness, prayer and meditation for a healthy spiritual life and the reduction of stress.

Teachers: Before You Start!

1. Review the Spirituality and Ritual unit for ideas for prayer, stillness and meditation to conduct with students. Other examples can be found here. Consider creating a space for mediation using a candle and some quiet music.

2. Check out the wide variety of resources for prayer from Brisbane Catholic Education.

For students to investigate the importance of stillness, prayer and meditation, select from the following activities:

1. Explore the value of meditation as a way of being attentive to the present moment.
   a. View and discuss the YouTube clip of an interview with footballer Brett Kirk speaking about meditation. (View from 8 mins 10 secs)
   b. Participate in a class or individual meditation
      i. Access an example of a meditative practice either from the Spirituality and Ritual Unit or from here.
      ii. Fully engage in the meditative prayer.
      iii. Reflect on how you felt during the meditation.
   c. Research the practice of meditation in world faith traditions such as Christianity or Buddhism
      i. Create a retrieval chart to record information such as origins of the practice, purposes of the practice, benefits of the practice and examples.
      ii. Present findings to the class.

2. Investigate the importance of prayer in the life of a Christian. Contemplation is certainly at the heart of faith, because contemplation means an attitude of receptivity, attention, and awareness of divine presence and guidance. It involves engaging closely with God over time, as we engage with a dear friend.
   a. Search the New Testament of the Christian Bible for teachings or mentions of prayer.
      i. Access Bible Gateway and use the search terms: prayer Jesus.
      ii. Read the references to prayer and draw a conclusion about the importance of prayer in the lives of believers.
      iii. Discuss why even non-believers will call out to God in times of need.
      iv. The Psalms are Hebrew songs/poems that represent different states of life - thanksgiving, praise, lament - seeking consolation or in times of sorrow. How could contemporary songs like the Matt Maher song Alive Again nurture and support the faith of believers in a similar way to the Psalms? Locate a Psalm with a similar meaning to Alive Again.
Fertile Question: How can I create my preferred future?

Core Content Area 2: Prepare!

TOPIC 2.3: Optimising my chances

Lesson 2.3.1 Optimising my gifts and talents

In this lesson students will examine their gifts and talents and identify areas for improvement in order to achieve a preferred future.

Teachers: Before You Start!

1. Consider providing A4 sheets of paper for each student and setting up a reflective atmosphere for the lesson.

For students to explore gifts and talents for achieving a preferred future, select from the following activities:

1. Identify and name your gifts and talents and the gifts and talents of others.
   a. Participate in a group or class strategy to collect and provide specific information to each other.
      i. Write your name at the top of a clean sheet of paper. Reflect on the things you are good at and write them down using one or two sentences. When the teacher indicates, pass your sheet to the person beside you. Read the name at the top of the sheet and reflect on what you know about that person. Add a sentence about the gifts, talents, capacities or strengths that you know that person has. Be specific and try to give an example of when you have seen it. For example, if the person has captained a team you were on, you might say something about their leadership skills. If they are a friend you might list some qualities you admire about them, honest, trustworthy, a person of faith, compassionate, forgiving, etc. If they are an athlete, you might comment on strength, agility, good sportsmanship etc. Try not to state the obvious as they probably have already done that for themselves. Continue this process until everyone in the group or class has written on each other’s sheet and you have your own back.
      ii. Read the list of strengths that students have identified in you. Take a moment to be grateful for the gifts that you have.
      iii. Organise the strengths into themes: Social skills, physical skills, leadership skills, creativity, problem solving skills etc.
   b. Add to your knowledge about your gifts and talents using professional questionnaires.
      i. Complete the questionnaires on problem solving, communication skills and creativity.
      ii. Create a word document entitled Personal Strengths and copy and paste the results from each Questionnaire into the document. Save the files to upload to your e-portfolio.
      iii. Analyse the results using the information on the Mind Tools website where the questionnaires are located identifying areas of both strength and weakness.
      iv. List 3 - 4 recommendations for improving the skills above that would assist you to improve in these areas.
Fertile Question: How can I create my preferred future?

Core Content Area 2: Prepare!

TOPIC 2.3: Optimising my chances

Lesson 2.3.2 Starting from now

In this lesson students will explore goal setting and decision making for here and now and beyond to achieve a preferred future.

Teachers: Before You Start!

1. Preview and familiarise yourself with the Mind Tools website.

For students to explore goal setting and decision making to achieve a preferred future, select from the following activities:

1. Explore the value of setting goals in order to achieve a preferred future.
   a. View and discuss the goal setting movie clip at the Mind Tools website.
      i. Read Step 1: Setting Lifetime Goals and consider carefully the questions in the 9 areas listed - Career, Financial, Education, Family, Artistic, Attitude, Physical, Pleasure and Public Service.
      ii. Use Bubble.us as a tool for setting lifetime goals in each of the 8 areas. Add “Spiritual Life” as a tenth area or simply write the goals down on paper. Once the lifetime goals are in place for each of the nine areas, add bubbles to represent your five year plan and under that your one year plan. Finally create a to-do list of things you can do today to set you on the path for achieving your life time goals. Take a screen shot of the mind map and paste it into a Word file. Save these files for your e-portfolio.
Fertile Question: How can I create my preferred future?

Core Content Area 2: Prepare!

TOPIC 2.3: Optimising my chances

Lesson 2.3.3 Options and pathways

In this lesson students will explore possible career options based on their gifts and talents and their life time goals.

Teachers: Before You Start!

1. Familiarise yourself with BigHugeLabs Billboards and the bullseye posters on the My Future web page.

2. Remind students to save their work from this lesson for addition to the e-portfolio.

For students to explore possible career options, select from the following activities:

1. Determine possible future occupations based on the skills and interests identified in previous activities.
   a. Identify three possible occupational areas of interest.
      i. Examine the list of 32 occupational areas listed on the My Future web page.
      ii. Select one or more areas of interest and click on the relevant Bullseye posters.
      iii. Examine the posters and choose three (or more jobs to research). Locate information about the duties and activities required to complete the job as well as the prerequisites, study or training required.
      iv. Record the information in a table such as the example in Useful Resources. Save the table as a file.
   b. Share ideas about careers with other students.
      i. Access the Seek.com.au website and search for careers of interest that you envision to be a part of your preferred future.
      ii. Create a Billboard poster that would encourage young people into a particular career using information from the previous activities. Use Creative Commons Australia to search for free images and BigHugeLabs Billboard to create your billboard poster. Save the poster to include in your e-portfolio. See Useful Resources for an example.
Lesson 2.1.1

Movie Clip Quotes

I woke up in darkness, surrounded by silence. Where have I gone? I woke to reality losing its grip on me … You called and you shouted, broke through my deafness, now I’m breathing in and breathing out. I’m alive again. – Matt Maher & James Ingram

Our vocation is not simply to be but to work together with God in the creation of our own life, our own identity, our own destiny … to work out our identity in God. – Thomas Merton.

Life is the sum of all your choices. – Albert Camus

The human person is empowered to negotiate the lifelong journey towards wholeness as an individual, in relationships, and as part of a community. Living life to the full-personal and social development guidelines, Brisbane Catholic Education 2005

I have come so that you may have life and have it in abundance. – John 10:10

Rate yourself of the following positive life habits. (1 - hardly ever, 5 - almost always)

<table>
<thead>
<tr>
<th>Healthy diet, regular eating habits</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular exercise 2-3 times per week</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Good sleep 8-10 hours per night (no TV on!)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Fun/relaxing activities each day</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Ask for help when needed</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

It is helpful to take an audit of these habits regularly, especially if you find yourself feeling stressed, overwhelmed or out of control.

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Lesson 2.1.2

Matthew 25: 34-40

New International Version (NIV)

34 “Then the King will say to those on his right, ‘Come, you who are blessed by my Father; take your inheritance, the kingdom prepared for you since the creation of the world. 35 For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, 36 I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.’

37 Then the righteous will answer him, ‘Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? 38 When did we see you a stranger and invite you in, or needing clothes and clothe you? 39 When did we see you sick or in prison and go to visit you?’

40 The King will reply, ‘Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’

<table>
<thead>
<tr>
<th>Action</th>
<th>Modern example</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was hungry and you gave me something to eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was a stranger and you invited me in</td>
<td>Refugees</td>
<td></td>
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<tr>
<td>I needed clothes and you clothed me</td>
<td>Ageing grandparent who is housebound</td>
<td>Kindness, compassion</td>
</tr>
<tr>
<td>I was sick and you looked after me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was in prison and you came to visit me</td>
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<td></td>
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</table>

Lesson 2.1.3

<table>
<thead>
<tr>
<th>Fruit of the Holy Spirit</th>
<th>Without the fruit there is</th>
<th>Evidence of absence or presence of the fruits of the Spirit in my life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love</td>
<td>Hate</td>
<td></td>
</tr>
<tr>
<td>Joy</td>
<td>Cynicism, coldness</td>
<td></td>
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<tr>
<td>Peace</td>
<td>Anxiety</td>
<td></td>
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<tr>
<td>Patience</td>
<td>Frustration</td>
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<tr>
<td>Kindness</td>
<td>Cruelty</td>
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<tr>
<td>Goodness</td>
<td>Corruption</td>
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<tr>
<td>Faithfulness</td>
<td>Dishonesty</td>
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<tr>
<td>Gentleness</td>
<td>Harshness</td>
<td></td>
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<tr>
<td>Self control</td>
<td>Anger, impulsiveness</td>
<td></td>
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</tbody>
</table>
Lesson 2.1.3

Fishbone Strategy

Fishbone is a graphic organizer which helps students visualize how many events can be tied to, or contribute to, a result.

Fishbone Map

Character Map Strategy

Compare Peter's character before the rock throwing incident with his character after.

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### Lesson 2.2.2 The Grief Process of Children (Carr, 2000)  
(Taken from Grief in the Classroom, Pat Lavercombe, BCE 2006)

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<tr>
<th>Grief Process</th>
<th>Underlying Theme</th>
<th>Behavioural expressions of grief processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shock/Immobilisation</td>
<td>I am stunned by the loss.</td>
<td>Complete lack of affect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficulty with engaging emotionally with others</td>
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<td></td>
<td></td>
<td>Poor concentration and poor school work</td>
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<tr>
<td></td>
<td></td>
<td>Can last minutes, days, even months.</td>
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<tr>
<td>Denial</td>
<td>The person/thing is not dead/gone/lost.</td>
<td>Reporting seeing/hearing absent person</td>
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<tr>
<td></td>
<td></td>
<td>Carrying on conversations with the departed</td>
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<tr>
<td></td>
<td></td>
<td>Making future plans involving the departed</td>
</tr>
<tr>
<td>Yeaming and Searching</td>
<td>I must find the departed/lost one.</td>
<td>Wandering or running away</td>
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<tr>
<td></td>
<td></td>
<td>Frantic searching</td>
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<tr>
<td></td>
<td></td>
<td>Contacting relatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disorganisation/panic</td>
</tr>
<tr>
<td>Loss, Emptiness, Sadness</td>
<td>I am sad, hopeless and lonely because I have lost someone/something on whom I depended.</td>
<td>Persistent low mood, tearfulness, low energy and lack of activity</td>
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<tr>
<td></td>
<td></td>
<td>Appetite and sleep disruption</td>
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<tr>
<td></td>
<td></td>
<td>Regression-loss of connectedness</td>
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<tr>
<td></td>
<td></td>
<td>Poor concentration and poor school work</td>
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<tr>
<td></td>
<td></td>
<td>Takes place over time</td>
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<tr>
<td>Anger</td>
<td>I am angry because the person/thing I needed has abandoned me.</td>
<td>Aggression, tantrums, defiance, delinquency, acting out behaviour</td>
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<tr>
<td></td>
<td></td>
<td>Explosive emotions. Conflict with parents, siblings, teachers and peers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drug or alcohol abuse</td>
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<tr>
<td></td>
<td></td>
<td>Poor concentration and poor school work</td>
</tr>
<tr>
<td>Anxiety</td>
<td>I am frightened that the departed will punish me for causing their departure or my being angry with them. I am afraid that I too may die or be lost or sent away.</td>
<td>Separation anxiety, school refusal, regressed behaviour, bedwetting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Somatic complaints, hypochondriasis and agoraphobia associated with the fear of accidents</td>
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<tr>
<td></td>
<td></td>
<td>Poor concentration and poor schoolwork</td>
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<tr>
<td></td>
<td></td>
<td>May fear loving again due to risk of loss</td>
</tr>
</tbody>
</table>
| Guilt, self-blame and Bargaining | It is my fault that the person/thing is gone, so I should die. Or if I die, they may come back. | Suicidal behaviour: “Take me instead”
Self harm
“I wish” or “If only” statements
Bargaining with God about being good |
| Relief | I’m glad it’s all over. | Normal body response to periods of tension built up after prolonged suffering
May feel guilty for feeling this relief
Confusion that it is possible to feel relieved, yet still love the departed |
| Acceptance Reconciliation | I loved and lost the person/thing that is gone and now I must find a new sense of meaning in life and carry on without them while cherishing the memory. | Return to normal behavioural routines. (Up to two years for children and adults)
Sense of release from departed
Capacity to enjoy life
Recognition of the reality and finality of death |

Grief and Loss Contacts:

SOS Survivors of Suicide Bereavement Support Association Inc. (Australia) Phone 1300 767 022 for 24/7 support

Lifeline Phone 13 11 14 for 24/7 support.

Kids Helpline for kids and teens 5-25yrs anytime for any reason. Phone 1800 551 800

Beyond Blue Phone the info line 1300 224 636

Lesson 2.3.2 Partial example of how to use Bubbl.us as a goal setting tool. Back to Lesson
### Lesson 2.3.3 - Career Bullseye Posters

<table>
<thead>
<tr>
<th>Name of occupation 1</th>
<th>What are the duties and tasks?</th>
<th>What are the related jobs?</th>
<th>What are the related courses for this occupation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of occupation 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of occupation 3</td>
<td></td>
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<tr>
<td>Name of occupation 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of occupation 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 2.3.3**

*BigHugeLabs Billboard*

Sign in or register with an email address and password.

Locate an image to represent the chosen career using [Creative Commons Australia](https://creativecommons.org). Save the file to your desktop. Upload the image to Billboard and choose the text. Click create to view your Billboard, edit to make changes and save your final file.
FolioSpaces is a free online electronic portfolio builder. Once you register with a username and password, you will be directed to your Dashboard Page. Click on the Content tab and it will open a page like the one below.

Supply students with your username and collect all of their User names so that you can add each other to your friends list. This is the only way you can share files with each other making the portfolio completely private. Remind students not to use their actual name as their username to increase security. You can change the display name in this section but other privacy changes can be done using the settings option in the top right hand corner.

Click on the files tab. Here you can create folders for storing files. As activities are created throughout the course and saved as word or jpeg files, they can be uploaded here and then used later to create the final pages in the Portfolio.

Click on the Portfolio tag in the green menu bar to create the pages for sharing. Click Create Page to make a new page. Documents can be uploaded to the page from anywhere within the portfolio. Documents, resume or journal pages can be shared as required by the task. Images, audio files and YouTube clips can also be uploaded to pages by dragging and dropping the media type icon on the page and then inserting the URL. The page title and layout can be edited to personalise the page. Click Share and share with Friends to share the page with someone from the friends list. (This is why the teacher must supply their user name to the student and vice versa.)

Back to Lesson.
ACKNOWLEDGMENTS