SenseAbility Suite

Sense of Future

Can be used in conjunction with the SenseAbility Essential Skills Module and DVD

www.beyondblue.org.au/senseability
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Welcome to the Sense of Future Module, one of the seven modules of beyondblue’s SenseAbility Suite.

SenseAbility is designed to help enhance and maintain resilience and psychological wellbeing in young people (ages 12–18) by building their social and emotional skills. Young people who possess sound social and emotional skills are generally better able to cope with the stressors of daily life. They also tend to have better relationships with their parents, teachers and peers, and perform better academically. Very importantly, having these skills makes it less likely that a young person will experience a significant mental health problem in the future.

This suite of modules uses a strength-based approach that asks students to concentrate less on things that they think might be ‘wrong’ with themselves or their world, and focus more on the things that are okay or good, and which they can capitalise on. For example, they might not have the body they think is ideal, but that body still allows them to move and talk and eat and feel. They may not be the most popular person in class, but they might still possess valued qualities like loyalty or the ability to share a joke, or take good care of their siblings. In short, if students take their focus away from ‘faults’ and ‘defects’ and build instead on their inherent qualities and things that they are competent or skilled at, they open themselves up to more opportunities to be satisfied in life.

The SenseAbility Suite covers six separate but interlinked life ‘Senses’; it also covers ‘Essential Skills’ – important life and interaction skills often needed to cope with the changes and challenges of everyday life.

THE SENSEABILITY SUITE

<table>
<thead>
<tr>
<th>Sense</th>
<th>Definition</th>
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<tbody>
<tr>
<td>SELF-WORTH</td>
<td>Knowledge and belief in your strengths, qualities, and abilities, and an acceptance of your inherent value and individuality. Building and maintaining a belief in the value of the essential ‘you’ can help you face life’s changes and challenges more effectively. Self-worth is particularly important during transitional phases in your life.</td>
</tr>
<tr>
<td>CONTROL</td>
<td>Belief that you have the skills and ability to cope with life’s challenges, and to manage your emotions. Includes a realistic recognition of what is within and what is outside your control. It is an understanding that, although you cannot control all of life’s events, you do have some control over your responses to those events.</td>
</tr>
<tr>
<td>BELONGING</td>
<td>The feeling of being valued, needed, accepted, and meaningfully connected to a social network. Feeling ‘connected’ to your friends, family, school, and community provides a Sense of Belonging, which is especially important when times are tough.</td>
</tr>
<tr>
<td>PURPOSE</td>
<td>Sense of Purpose (or meaning) is the motivation that drives you toward a satisfying future. It also helps you to get the most from the things you do and achieve – large and small – right now. Your Sense of Purpose is shaped by things you believe in and value – your own personal code of behaviour.</td>
</tr>
<tr>
<td>FUTURE</td>
<td>Gives feelings of hopefulness about the future, allowing you to act purposefully and positively. It can help you feel encouraged about setting goals for the future and making plans to meet those goals. It involves positive expectations, realistic thinking, goal setting and problem-solving.</td>
</tr>
<tr>
<td>HUMOUR</td>
<td>The ability to see the lighter and ‘funnier’ side of life, including your own foibles. A Sense of Humour enables you to appreciate laughter and to enjoy life. An important aspect of the sense is the ability to plan enjoyable/pleasant events into your life.</td>
</tr>
<tr>
<td>ESSENTIAL SKILLS</td>
<td>These are life skills which help you to interact more effectively with others, and to cope better with life’s changes and challenges. These skills are broken into six main types: helpful thinking and self-talk; emotion recognition and regulation; life problem-solving; communicating effectively; planning and time management; and keeping well.</td>
</tr>
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</table>

This Sense of Future Module can be delivered as a stand-alone learning tool, or in combination with any or all of the other SenseAbility modules. For suggestions on delivering more than one module, see Delivering SenseAbility (p.49).
Goals of this Module

This module aims to convey the important role that a healthy Sense of Future plays in protecting mental and emotional wellbeing.

It aims to allow students to imagine positive possibilities, and to understand that the future holds opportunities for all of us to be successful and happy. A fundamental goal is to help students find ways to behave now that bring better outcomes for them in the future.

It is also important to know that Sense of Future meshes closely with other life senses. For instance, the need to plan effectively for the future relies on our Sense of Purpose; our Sense of Control helps us to recognise the things we can and cannot influence; and our Sense of Belonging allows us to take other people into consideration when making our plans for things ahead.

Activities and discussions in this module aim to make students think about:

• their future
• how to set goals and make plans to meet them
• how to maintain hopefulness about their future
• the importance of scheduling pleasant/enjoyable events
• the work and skills required to achieve future aims.
Here are the seven key goals of the Sense of Future Module. Keep them in mind as you deliver each session. At the end of the module, your students should be able to:

1. DEFINE Sense of Future.
2. UNDERSTAND what a Sense of Future provides them with.
3. IDENTIFY the key features of Sense of Future.
4. IDENTIFY aspects of Sense of Future within themselves and how important the sense is in their own lives.
5. RECOGNISE how strong their own Sense of Future is and their capacity to enhance it.
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and that they have the ability to change those thoughts.
7. PRACTISE and APPLY their understanding and new knowledge about Sense of Future in real life.

In your final session revisit these seven key goals to ensure that your students have met them.

### Sense of Future: Main Themes

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<thead>
<tr>
<th>Sense</th>
<th>Definition</th>
<th>Themes</th>
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</thead>
<tbody>
<tr>
<td>Future</td>
<td>Gives feelings of hopefulness about the future, allowing you to act purposefully and positively. It can help you feel encouraged about setting goals for the future and making plans to meet those goals. It involves positive expectations, realistic thinking, goal setting and problem-solving.</td>
<td>1. Hopefulness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Goal Setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Values</td>
</tr>
</tbody>
</table>

Many of this module’s activities relate to the four main themes dominant in Sense of Future:

1. **Hopefulness** – It is important to acknowledge that the decisions we make now will have an impact on our future. The decisions that we make today and the ways we behave now will be influenced by our belief that the future holds positive possibilities.

2. **Goal Setting** – When we are hopeful about future possibilities, we are more likely to set goals. It is very important to set goals; without them, we’d do nothing at all except try to satisfy ourselves in the present. Setting goals inspires us to take actions that will make those goals more achievable, to take healthy risks, to seek information and meet new people, and to make decisions.

3. **Planning** – Once we have an idea of who and what we would like to be in the future, we know our chances of enjoying our future life are improved if we make informed plans. Planning can be as simple as making one decision (e.g. I want to eat a good meal tonight, so I will stay home rather than go out with friends), or it can involve a complex set of interdependent choices that take into account personal priorities, relationships, skills, and values. Without plans, our futures are left to chance.

4. **Values** – What we want to be and achieve in the future depends largely upon the things we value in life, in ourselves, and in others: e.g. ethics, physical health, family, security, craftsmanship, nature. Just as our values can change as we meet new people and experience new things, so, too, our Sense of Future (and attendant goals and plans) can adapt to embrace those values.

If you would like to select activities by theme, you can do so easily using the Classroom Activities Guide (p.47).
**Sense of Future** – like all of SenseAbility – is based on cognitive-behavioural principles. This evidence-based approach says that our thoughts play a central role in influencing our feelings and our consequent behaviour. In other words, when an event happens to us, it is our **interpretation** of and thoughts about the event – *not* the event itself – that leads us to feel certain emotions and act in particular ways.

In a school setting, an example of the A-B-C-D principle (shown below) might be when two students receive exactly the same exam score, yet have completely different emotional and behavioural reactions. One student might be disappointed and upset because he/she thinks it is not the top mark and therefore he/she did not perform effectively, whereas the other may be delighted because it is a better mark than he/she usually achieves. A clip demonstrating this is included on the Essential Skills DVD (Helpful Thinking & Self-talk, Unit 1, Clip #2).

**EXAMPLE OF A-B-C-D MODEL**

<table>
<thead>
<tr>
<th>ANTECEDENTS</th>
<th>BELIEFS</th>
<th>CONSEQUENCES</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event/Situation</td>
<td>Thoughts</td>
<td>Feelings</td>
<td>Actions</td>
</tr>
<tr>
<td>Joanne’s tertiary entrance score is too low for her preferred Uni.</td>
<td>I can’t get into the Uni I wanted – my life is ruined!</td>
<td>DEVASTATED</td>
<td>Joanne gives up on university and doesn’t put in other applications.</td>
</tr>
<tr>
<td>Joanne’s tertiary entrance score is too low for her preferred Uni.</td>
<td>Well, I can’t get in straight away. Maybe there is another way?</td>
<td>DISAPPOINTED</td>
<td>Joanne talks to an educational counsellor about her options.</td>
</tr>
</tbody>
</table>

**NB:** If you want to use the A-B-C-D Model as a hand-out or for overhead or data projection, it is also included on p.54 and in PDF on the SenseAbility CD.

Very importantly, this model proposes that while we often can’t change events, we do have the power to change the way we think about those events, and therefore how we feel and how we behave.

Put simply, the A-B-C-D approach means that changing the way we think can help make us feel better.

Many of the activities and discussion cues included in this module – particularly the Core Activity ‘Sing My Dream’ (p.14) – relate directly to this A-B-C-D Model. These will often include questions about what the students were **thinking** during the activity they just performed or the event being discussed, and how those thoughts affected the way they felt and what they **did** as a result. It is important for you to keep this thought–feeling–action link at the front of mind.

If you have already delivered a Core Activity similar to ‘Sing My Dream’ with another Sense module, you may consider reinforcing students’ understanding of the A-B-C-D Model through another activity, such as ‘Noise in the Night’ (p.74), or by brainstorming scenarios where a single event can result in different feelings and actions in different people, simply because they thought about that event in different ways.

Once you feel your students have a good grasp of the A-B-C-D Model concept, the next step is to encourage them to get into the habit of **challenging unhelpful thoughts** about events in order to make themselves feel better (see p.7 for examples). The Essential Skills Module also examines strategies for challenging unhelpful thoughts in the Helpful Thinking & Self-talk section which is supported by DVD clips.
This module includes activities that aim to help students identify and exercise some Essential Skills that are particularly important to a Sense of Future, including:

- helpful self-talk/challenging unhelpful self-talk (see below)
- problem-solving
- planning and time management
- decision making
- planning pleasant/enjoyable activities
- seeking help.

**Self-talk – The Most Essential Skill**

The importance of helpful self-talk to wellbeing is difficult to overstate. Helpful self-talk is a skill critical to building a strong Sense of Future. When we speak to ourselves helpfully, we are more likely to attempt things that might seem difficult or which promise rewards that seem a long way off. When we speak helpfully to ourselves, we are also more likely to keep trying to reach our goals even though we might suffer setbacks. However, if we speak to ourselves unhelpfully, we may find it easier to give up, or to not even attempt something in the first instance.

The way we think and talk to ourselves can directly affect the way we feel and, consequently, the actions we take or don’t take. In this respect, self-talk relates directly to the A-B-C-D Model. Therefore, if we get into the habit of challenging unhelpful thoughts and generating alternative ways of thinking (see below), we help protect our emotional and mental wellbeing.

Look for opportunities during class discussions to draw out what your students were saying to themselves during activities or events and, consequently, how those thoughts made them feel and what they did as a result of this. Please note that some people find it difficult to remember what they were thinking or seeing in their mind, and some people get ‘thoughts’ and ‘feelings’ confused, e.g. ‘I felt I wasn’t good enough’ is in fact a thought, not a feeling.

Here are some examples of helpful and unhelpful self-talk relevant to Sense of Future:

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<th>Unhelpful Self-talk</th>
<th>Helpful Self-talk Alternatives</th>
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<td>My future looks hopeless</td>
<td>I think some things will turn out all right for me.</td>
</tr>
<tr>
<td>I might fail</td>
<td>I can at least try some things that will give me some choices.</td>
</tr>
<tr>
<td>I don’t know what I want to do</td>
<td>Even if I fail, there are other options for me.</td>
</tr>
<tr>
<td></td>
<td>I won’t know how I’ll go if I’m not prepared to at least try.</td>
</tr>
<tr>
<td></td>
<td>I’m not sure what I want to do yet, but I can try some different things out.</td>
</tr>
<tr>
<td></td>
<td>I’m open to new ideas.</td>
</tr>
</tbody>
</table>
Teaching Suggestions

HOW MANY ACTIVITIES?
Select and deliver as many activities as you think necessary to allow your students to understand and have sufficient practice at applying aspects of Sense of Future. If you feel your students have grasped a point well, you may decide delivering more activities or persisting with discussion is ‘overcooking’ the information. You are the best judge.

NON-PARTICIPATION
Some students, with good reason, may not wish to participate in either activities or discussion. This non-participation should be seen as a valid response to the material; it does not necessarily mean the student is not gaining insight from your delivery or other students’ participation. Allowing the student to observe is often the best course.

SENSITIVE ISSUES
Some activities or discussion points may cause distress to some vulnerable students. Vetting activities and references beforehand, and thorough debriefing when necessary, should decrease this risk.

SENSE OF FUTURE IN THE CLASS AND SCHOOL
While an important part of schooling for students is preparing for the future by setting goals and making plans, it is also important that students understand that if life doesn’t go as planned, there are generally alternatives they can take up – and, if they are open to new ideas, these alternatives may be as or even more rewarding than the original goal. In other words, there is usually more than one path to a fulfilling future. It is also important to remember that aspirations and future views can vary significantly from student to student, and what is important is that a student is happy with his/her choices, no matter how modest they might be.
Activity Delivery

Each SenseAbility module offers around 20 classroom activities for you to choose from. Each activity is designed to provide an experience which you and your students can discuss to gain new understanding about how particular life ‘Senses’ apply in practical ways.

**Activity Name**
All activities in this module are listed alphabetically in the Classroom Activities Guide (p.47).

**Time**
This is an approximate duration of the activity, including basic discussion.

**Size**
A guide to student group size – some activities are for individuals, some work best in pairs, some require a whole class.

**Space**
Most activities are designed for a typical classroom. Some require room for students to mingle or move, and some work better in larger areas.

**Resources**
Copiable and printable pages are included in the back of each module and on the SenseAbility CD. Other resources are generally not difficult to source – these include school equipment like sports mats, and readily purchasable items like drinking straws or balloons. Resources like pens, paper and glue are listed, but are assumed to be typical to most classrooms.

**Aims & Results**
A basic summary of what students should gain from this activity.

**Instructions**
A step-by-step approach to delivering the activity. Once you have read the instructions, you should feel free to deviate from them to deliver the activity in a way that you and your students will feel most comfortable with. You should also consider repeating the activity if you think it will benefit your students’ understanding.

**Discussion Suggestions**
The activities, generally, are only catalysts: it is class discussion that will open up understanding about the life senses, their application, and their importance to your students’ daily lives. These discussion points are stimulus suggestions only. You should feel free to use only those you agree are relevant, and to create and follow your own discussion threads. Some activities may have particular relevance to other work you are doing with the class (e.g. a study of society topic, a set text, or preparation for a sports event) so exploring that connection can be extremely valuable.

### High Noon Balloons

**ACTIVITY:** HIGH NOON BALLOONS

**TIME:** One to five minutes
**SIZE:** Individual activity most fun when done as whole of class
**SPACE:** For students to move around
**RESOURCES:** Marking pens, four inflatable balloons per student, pens, paper

The aim is to place students in a pressured situation where they will eventually lose control. The result should be discussion about the need to regulate emotions, speak helpfully to ourselves, and prioritise commitments in order to minimise feelings of stress.

2. Give students one minute to list on paper four things they often feel are beyond their control (e.g. deadlines, family commitments, corporate greed, mobile phone bills, etc.).
3. Leave them number these four potential stressors: 1 (most difficult to control) to 4 (most within control).
4. Have students write their four stressors on their balloons (one per balloon), and to write the corresponding rating number (1-4) on each balloon.
5. Now comes the tricky part: students must try to blow up their four balloons and keep them aloft without any of them hitting the ground - but they must do this one at a time, i.e. Number 1 balloon will be easy: they simply inflate it and throw it up into the air, but they must keep having it up with one hand while they inflate the Number 2 balloon and tie it off, than launch it. Then they must keep two balloons off the ground while they inflate the Number 3 balloon, and so on.
6. Students who let their balloons hit the floor should retire from the playing area so others with their balloons still aloft have more room.
7. The activity ends when the last student finally loses control and his/her balloons touch the floor.

**Discussion Suggestions**
- What thoughts, feelings and physical symptoms did students experience during the exercise? E.g. racing heart, excitement, anger, frustration, giggling, etc.
- Did these seem voluntary or involuntary? Why do you think that was?
- What were you saying to yourself during the activity? Was this self-talk helpful or unhelpful?
- In what ways is this activity similar to real life?
- Brainstorm some important lessons you might have learned from this activity (e.g. know your limitations, and accept that perhaps you can only handle two or three ‘balloons’ at a time!)
- Discuss the importance of 1) regulating knee-jerk emotional reactions, 2) helpful self-talk, and 3) prioritising tasks in our lives.
FOR TEACHERS

• Having a Sense of Future helps students to clarify life directions and pathways (and is very closely aligned to a Sense of Purpose). It enables them to set goals, make plans, and to be active ‘authors’ in their own life.

• A fulfilling future will mean different things to different people, and can vary widely from student to student. What is important is that students are able to identify or imagine future possibilities, no matter how ambitious or modest they may seem.

• While careers are an important area for discussion, a student’s Sense of Future should encompass other domains. Explore with your students future possibilities or life goals related to travel, friendships, and family.

• Consider how your school can assist students to develop flexibility and a willingness to try different things and explore different pathways.

MESSAGES FOR STUDENTS

• Sense of Future involves using your imagination: don’t discourage yourself from dreaming about the future or setting goals, no matter how impossible or distant they might seem.

• No one knows the future (it is not written!). When things don’t work out as you would have liked or hoped, understand that the act of trying can open up doors to new possibilities – perhaps even better ones.

• You do not need clearly defined life and career goals to have a Sense of Future (most people – adults included – struggle with these). The important thing is that you can think of some positive options in life.

ACTIONS THAT MIGHT HELP STRENGTHEN YOUR SENSE OF FUTURE

• Allow yourself to dream.

• Try different things – you don’t know if you’ll enjoy something till you try it.

• Make plans. Even a poorly conceived plan is better than none! That said, you also need to be flexible in outlook, and to be prepared to change your plans if things don’t work out as you’d expected.

• Do work experience in a field you’ve never considered before. There is something to be learned everywhere.

• Keep yourself open to opportunities. Be flexible. Some doors are open for only a short time.

• Choose optimism over pessimism. You have control over this.

• Investigate. Look into learning, career, and travel options.
While it is up to you how you deliver Sense of Future, there are two main options:

**Suggested Program:** a detailed, step-by-step program in your choice of either three or five 45-minute (or longer) sessions.

**Flexible Delivery:** select and deliver as many activities and applications as you see fit to deliver a solid understanding of the material.

**Delivery Options & Flowchart**

**Foundation Session** (p.13)
It is recommended that all students undertake this session regardless of delivery mode.
- Core Activity
- Introduce Sense of Future
- Personal Reflection
- Introduce Real-life Application

**Suggested Program** (3-Session Delivery)

- **Session 2** (p.21)
  - Classroom Activity
  - Text- or Film/TV-based Discussion
  - Review Progress of Real-life Application

- **Session 3** (p.25)
  - Classroom Activity (A)
  - Review Outcomes of Real-life Application (B)
  - Review of Understanding (C)
  - Distribute Hand-out (D)

**Suggested Program** (5-Session Delivery)

- **Session 2** (p.21)
  - Classroom Activity
  - Text- or Film/TV-based Discussion
  - Review Progress of Real-life Application

- **Session 3** (p.25)
  - Classroom Activity (A)
  - Classroom Activity (E)
  - Review Progress of Real-life Application (F)

**Fully Flexible Delivery**

- **Choose either or both:**
  - Classroom Activities
  - Real-life Applications

- **Choose activities and applications most suited to your students’ current needs and/or curriculum stream.** The Classroom Activities Guide (p.47) will assist.

- **Suggested Texts** p.44
- **Suggested Films/TV** p.45
- **Real-life Applications** p.46
- **Classroom Activities Guide** p.47

- Every session, check the progress of the Real-life Application introduced in the Foundation Session.

**Final Review Session**

- Review Outcomes of Real-life Application
- Review of Understanding
- Distribute Hand-out

**Have all chosen Sense modules been delivered?**

- **YES**
  - Final recap/review of covered Senses and their importance

- **NO**
  - Proceed to deliver the next chosen SenseAbility Module
A. Core Activity
   (5–10 minutes)
B. Introduce Sense of Future
   (10 minutes)
C. Personal Reflection
   (15–20 minutes)
D. Introduce Real-life Application
   (5+ minutes)

NB: It is highly recommended that this session be delivered to all students regardless of whether you have chosen a suggested program or flexible delivery.
A. Core Activity

NOTE TO TEACHERS:
The first activity in this session is the Core Activity ‘Sing My Dream’. It aims to illustrate to students how their thoughts about an event can affect their feelings and actions. This understanding is fundamental to all other activities in the Sense of Future Module.
If you have already delivered ‘Sing My Dream’ with another SenseAbility module (perhaps in another form, such as ‘Give Me a Song’ with Sense of Belonging), two alternative core activities for Sense of Future are offered on p.15.

ACTIVITY: ‘SING MY DREAM’

TIME: 5–10 minutes
SIZE: Whole of class
SPACE: No special requirements
RESOURCES: A-B-C-D Model (p.54 or SenseAbility CD), Whiteboard

The aim is to allow students to experience a situation where their thoughts about an event affect their feelings.
The result should be that students understand that they can control the way they think about events and so exercise some control over their emotional responses. The activity should also highlight the link between thoughts and feelings, and show how our thoughts have the power to increase or decrease our personal stress.

1. Tell your students that, to set the tone for Sense of Future, you are going to randomly pick four people from the class to stand up the front and improvise a song about what they want to be or do in the future.*
2. Explain that everyone has five minutes to start thinking about their aspirations and compose their song. Students are NOT to talk with their classmates in this time.
3. Pretend to be busy with notes/work but try to observe your students’ reactions.
4. After one minute has elapsed, stop your students (no one will be singing; this was an experiment to gauge students’ responses to a specific event, but do not tell the class this yet).
5. Commence class discussion using the tables below drawn onto the whiteboard.

LIST STUDENTS’ RESPONSES

6. On the whiteboard, draw up a five-column table. Label the first column ‘A: Event’ and write beneath it: ‘Asked to sing about a future goal in front of the class’.

<table>
<thead>
<tr>
<th>A: Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASKED TO SING ABOUT A FUTURE GOAL IN FRONT OF THE CLASS</td>
</tr>
</tbody>
</table>

7. Label the third and fourth columns ‘Emotions’ and ‘Bodily symptoms’, under the broader title ‘C: Feelings’, and ask students: What were you feeling during the activity minute (e.g. anxious, excited, angry, unconcerned)? What was happening to your body (e.g. increased heart rate, sweaty palms, tense muscles)? Write the various answers in columns three and four.
8. Label the fifth column ‘D: Behaviour’ and ask those same students: What were you doing during the minute (e.g. fidgeting, looking around at friends/others, avoiding eye contact with the teacher)? Write responses in column five.
9. Label the second column ‘B: Thoughts’ and ask the same students: What was going through your mind when you were told that you might have to stand up and sing about your aspirations (e.g. ‘I’ll make a fool of myself’, ‘This is unfair’, ‘This is exciting!’, ‘I’m good at singing’)? Write responses in column two.

* You can substitute another activity for this, so long as it is likely to evoke a wide range of reactions in your students.
A. Core Activity (cont.)

EXAMPLE RESPONSES:

<table>
<thead>
<tr>
<th>A: Event</th>
<th>B: Thoughts</th>
<th>C: Feelings</th>
<th>D: Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked to sing about a future goal in front of the class</td>
<td>I'll make a fool of myself</td>
<td>Anxious</td>
<td>Look to friends, fidget</td>
</tr>
<tr>
<td></td>
<td>Don't pick me!</td>
<td>Embarrassed</td>
<td>Look down</td>
</tr>
<tr>
<td></td>
<td>This is stupid/unfair</td>
<td>Apprehensive</td>
<td>Avoid teacher</td>
</tr>
<tr>
<td></td>
<td>I don't mind singing and sharing</td>
<td>Angry</td>
<td>Glare at teacher, protest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annoyed</td>
<td>Decide on the goal you want to sing about</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A bit excited</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotions</th>
<th>Bodily Symptoms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweaty</td>
<td>Churning</td>
<td></td>
</tr>
<tr>
<td>Pale</td>
<td>Knotted stomach</td>
<td></td>
</tr>
<tr>
<td>Flushed</td>
<td>Chewed jaw</td>
<td></td>
</tr>
<tr>
<td>Alert muscles</td>
<td>Heart rate up</td>
<td></td>
</tr>
</tbody>
</table>

10. The table now completed, discuss how there were some very different reactions among the class to the same event.
11. You can now explain this was an experiment to gauge students’ responses to a specific event.
12. Project the A-B-C-D Model as an OHT or give students a printed copy and explain how people can think differently about the same event and consequently have different feelings and actions. In other words, it is not the event but your interpretation of the event that leads to emotions and behaviours; you can change your feelings by changing your thinking. Therefore, challenging unhelpful thoughts and generating alternative, helpful ways to think is an important way to help manage stress and curb unhelpful emotional reactions.

DISCUSSION SUGGESTIONS

• Highlight that a whole raft of different responses – anger, nervousness, excitement – all resulted from the one common event. Ask: What caused you all to feel and act in different ways?
• Brainstorm some thoughts that might challenge unhelpful self-talk for this activity (e.g. ‘Maybe I’ll actually come up with something good’ or ‘At least I’m not the only one, we’re all in the same boat’). Ask: What feelings might these more helpful thoughts have resulted in?
• Brainstorm some other real-life instances where people might have a variety of reactions to the same event. Try to predict the likely feelings and actions that result from various ways of thinking. Ask: Which thoughts would be helpful, and which would be unhelpful to the situation? Which thoughts would be most beneficial to the person’s overall goal (e.g. to be happy; to do a good job)?
• Brainstorm a list of events that have the potential to cause stress and anxiety about the future (e.g. sudden illness, exams, asking someone for a date, preparing for an audition or trying out for a sports team). But remember the amount of stress and anxiety you feel is linked directly to how you think about the event. This is because unhelpful thoughts have the potential to stop us setting goals, making plans, and working effectively for things in the future. So, changing the way you think is the most effective way to control your feelings and actions, and to reduce stress and anxiety.
• If any student has composed a song they’d like to share, now is a good time to do so.

Alternative Core Activities

If you have already delivered ‘Sing My Dream’ or similar with another Sense module (e.g. as ‘Give Me a Song’ in Sense of Belonging), consider how long it has been since your students did that activity, and judge whether you think your students would benefit from revisiting the thoughts–feelings–actions relationship shown in the A-B-C-D Model. If so, consider one of the two options, below. However, do not labour the point – if your students understand that although they cannot control all of life’s events, they can control the way they think about them, the next important step is to encourage them to get into the habit of challenging unhelpful thoughts and changing them to more helpful thoughts.

With both options below you can use the discussion points included with the Core Activity ‘Sing My Dream’.

OPTION 1

Classroom Activity ‘Noise in the Night’ is included in the Activities & Resources section (p.74). This activity has the potential for role-play and shows how an event (an unusual noise heard in the night) can be interpreted in many different ways, resulting in many different emotional responses and consequent actions.

OPTION 2

A Blank A-B-C-D Model is supplied in the Activities & Resources section (p.55). You can brainstorm with students various stimulus events pertinent to Sense of Future (e.g. wanting badly to be a commercial pilot but discovering that a minor heart ailment precludes this) then have students, together or individually, draw in the remaining cartoon sections of the model. Follow this with class discussion about the value challenging unhelpful thoughts.
B. Introduce Sense of Future

WHAT IS SENSE OF FUTURE?
Explain that your Sense of Future is your hopefulness about times to come that motivates you to set goals, make plans, and to look forward with optimism.

KEY FEATURES
Having a Sense of Future means that you:
• are hopeful about future possibilities
• are able to undertake less pleasant tasks **now** knowing you may enjoy greater rewards in the future
• are able to set realistic goals
• have reason to moderate your behaviour and make decisions
• have reason to take healthy risks, gain new skills, and open yourself to new opportunities
• are better able to put present events into perspective.

WHAT IT PROVIDES
• Ability to project possibilities forward.
• Ability to imagine the consequences of present behaviour in times to come.
• Encouragement to set goals and make effective plans.
• Encouragement to decide priorities and make decisions about what actions to take.

DISCUSSION SUGGESTIONS
• Why do many people think Sense of Future is so important?
• What are some examples of different things that people might want in their future (e.g. family, financial security, stronger community, spiritual satisfaction, strong friendships, challenging career)? Why does having an idea of what we want help us set goals and make plans?
• Why might thoughts that we have no future make us feel stressed or despondent?

C. Personal Reflection

TASK: Five Year Facebook
Suggest that your students imagine it is five years from now, and they are online and about to update their Facebook profile. This entry is going to bring friends and family up-to-date on where they are now with what they are doing (school, work, university, etc.), their social and personal relationships, their personal interests (hobbies, sports, travels, etc.), their achievements, and their future goals and plans.

DISCUSSION SUGGESTIONS
Either in small groups, or as a class:
• How relevant was the activity? Why/why not?
• Could you picture yourself in five years in the future? If not, why not?
• Did you find it easy or difficult to imagine what you might be doing? Why/why not?
• How disappointed would you be if be if you could not be in the place you imagined in five years? What/where might you do/be instead?
• Do you see value in planning for the future?
• What aspects of your future do you have control over? What aspects don’t you have control over? Why do you think this?
• What are some things you can do or who are some people you can talk with to help you look ahead with hope/enthusiasm?

TAKING IT FURTHER: In their own time, students might investigate some biographies of people that they respect, and see if those people were able to reach their initial goals easily, and if not, how changes and challenges affected their journeys.
The aim of Real-life Applications is for your students to apply things they have learned about Sense of Future to life outside the classroom. This should provide students with opportunities to utilise thinking skills that enhance their own Sense of Future.

There are three options:

1. **Shorter-term activity** to run over approx. two school weeks if you are doing the 3-Session Delivery.
2. **Longer-term activity** to run over approx. four school weeks if you are doing the 5-Session Delivery.
3. **Create your own activity** to suit the needs and timeframes of your students.

**Results of this activity:**
- In each subsequent Sense of Future session, review the progress of this activity.
- In your final Sense of Future session, facilitate an in-depth class discussion about the activity and its effect on students’ Sense of Future.

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**OPTION 1: INTERVIEW AN OLDER PERSON**
*(Duration: approx. two weeks)*

1. Each student is to choose an older person and ask them about:
   - What their plans/goals were when they were at school.
   - Whether their futures turned out as expected (how/how not?).
   - What events brought about any changes in direction? Were these events positive or negative? Were the consequent changes in direction positive or negative?
   - How did they cope with these changes? What did they say to themselves?
   - What things, if any, would they have done differently?
   - What advice could they offer?
   - What advice might have helped them when they were at school thinking about their future?

2. Students should turn the results of this interview into a form that can be presented to others (e.g. a report, a news article, a brochure, a short talk).

(*adjust as necessary)

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**OPTION 2: INVESTIGATE A CAREER**
*(Duration: approx. four weeks)*

1. Each student is to pick a career prospect and investigate what it entails. The career might be a job that requires extra study, special training, on-the-job experience, or no formal training. It might be entrepreneurial, creative or charitable in outlook.

2. Students are to research:
   - duties (i.e. job description)
   - working conditions/major employers/likely places of employment
   - characteristics desirable in staff
   - pay/reward/benefits
   - career prospects
   - gender representation
   - good aspects of the job (or training)
   - less attractive aspects of the job (or training).

3. Once they have all this information, students are to compile it into some sort of summary (e.g. fact sheet, brochure, webpage).

4. Students ask themselves if their preconceptions/expectations about the job have changed as a result of their investigation.

5. Students present their findings to the class.

(*adjust as necessary)
Suggested Program
For delivery over three or five sessions
Session 2

2A. Classroom Activity (15+ minutes)

2B. Text- or Film/TV-based Discussion (25+ minutes)

2C. Review Progress of Real-life Application from Foundation Session (5 minutes)
2A. Classroom Activity

ACTIVITY: ‘HAPPY SEVENTIETH’

TIME: 15+ minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Pens, paper

The aim is for students to project forward life possibilities that develop from their values. The result should be rewarding discussion about goal setting and planning.

1. Explain that students are to imagine they are each a week away from their seventieth birthday. Someone (friend or family member) is going to give a speech about each of you — your life, your characteristics, your achievements, your community involvement, your relationships, etc. The speaker has asked if you could write the speech (or at least provide the points).

2. Students are to think about how they might like their life to have turned out in five key domains: work/calling; family; friendships; community; and fun pursuits (e.g. hobbies, sport). Students can also add other domains that might be important to them.

3. Give students five minutes to think about their achievements in these domains, then another five minutes to write their speech. They should bear in mind how they would like to be perceived and remembered by others.

4. Allow students willing to share their speech to do so with the rest of the class.

5. Commence discussion.

DISCUSSION SUGGESTIONS

• Was it easy or difficult to think of yourself that far ahead in time? If it was difficult, what mental obstacles laid in your way?
• How did your speech reflect the things you find valuable today?
• How and why might your values change over time?
• Does the act of thinking about your future help clarify your goals?
• How might you plan to meet these goals?
• What do you think you could do if these plans were thwarted? What might you be thinking and feeling? What thinking skills will be most valuable in those situations?
DISCUSSION SUGGESTIONS — Investigate a Career

• What career/vocation did you decide upon? What appeals to you about it?
• Have you learned anything that has reinforced the job’s appealing aspects?
• Have you learned anything that makes the job seem less appealing?
• Can you picture yourself doing this job? What obstacles might prevent you reaching this career goal?
• If the job suddenly ceased to exist, what do you think you would think and feel? Do you think you could find another career equally appealing?

2C. Review Progress of Real-life Application

Commence a class discussion about your students’ progress on their chosen Real-life Application from the Foundation Session (p.17) – interviewing an older person, investigating a career, or another activity you have chosen or created.

It is important to ensure the discussion remains centred on Sense of Future.

DISCUSSION SUGGESTIONS — Interview an Older Person

• Who did you decide to interview? Why did you choose this person?
• Did you learn anything surprising about your interviewee’s journey?
• How would you describe your interviewee’s view of him/herself right now?
• Do you think your interviewee saw him/herself in this place when they were your age? Why/why not?
• Did this interview have any effect on your own Sense of Future? Why/why not?

DISCUSSION SUGGESTIONS — Investigate a Career

• What career/vocation did you decide upon? What appeals to you about it?
• Have you learned anything that has reinforced the job’s appealing aspects?
• Have you learned anything that makes the job seem less appealing?
• Can you picture yourself doing this job? What obstacles might prevent you reaching this career goal?
• If the job suddenly ceased to exist, what do you think you would think and feel? Do you think you could find another career equally appealing?

Choose a Suggested Text or a Film/TV Program to discuss from pages 44 or 45, respectively. Alternatively, select a book, poem, film, or TV program that you or your students are already familiar with.

You can guide discussion using the suggested discussion points included with the summaries, or you can conduct class discussion in your own way about how the text/clip you’ve selected relates to Sense of Future.
Session 3

3-SESSION DELIVERY

3A. Classroom Activity
(10–20 minutes) p.26

3B. Review the Outcomes of Real-life Application from Foundation Session
(10–15 minutes) p.27

3C. Review of Understanding
(10–15 minutes) p.28

3D. Distribute Hand-out
(5 minutes) p.28

END OF SENSE OF FUTURE MODULE

5-SESSION DELIVERY

3A. Classroom Activity
(10–20 minutes) p.26

(NB skip 3B, 3C, and 3D)

3E. Classroom Activity
(15+ minutes) p.29

3F. Review Progress of Real-life Application from Foundation Session
(5 minutes) p.29

COMMENCE SESSION 4
ACTIVITY: ‘WHY THEM?’

TIME: 20+ minutes
SIZE: Small groups
SPACE: For small groups to sit in circles
RESOURCES: Pens, paper

The aim is for students to consider how effective/contented people set goals and work toward their futures.

The result should be an appreciation of the importance of goal setting and flexible thinking in relation to developing a strong Sense of Future.

1. Break the class into small groups of three to five students. Have these groups sit in circles.
2. Ask groups to decide on a well-known person who has achieved/is achieving/is working towards something significant. The person might be historical or contemporary, and could be prominent in industries such as social work, the arts, entertainment, business, education, sport, etc. It is important that everyone in the group know of the person.
3. Give groups a few minutes to discuss the person they have selected. Where were they born? What was their upbringing like? When did they embark on their journey? What obstacles did they face? How did personal relationships affect/inspire/support the journey?
4. Now give groups five minutes to brainstorm a list of 10 qualities that help sum up their subject’s character, particularly in regards to their ability to achieve their goal.
5. Have a spokesperson from each group summarise for the wider class the group’s findings and list of 10 qualities. Consider writing a master list of these qualities on the board.
6. Commence discussion.

DISCUSSION SUGGESTIONS

• What common qualities did you find among the subjects chosen?
• Were these qualities dependent on the subjects’ backgrounds or schooling? Did they reflect the values held by the subjects?
• How important was goal setting to the subjects?
• How important were planning skills to the subjects?
• Do you think the subjects would still be contented/successful/rewarded had they not been able to achieve their goals for some reason? What else might they have done?
• Which skills possessed by the subjects do you have? Which do you admire? Which can you work on?

IMPORTANT CHECK
If you are doing a 5-Session Delivery skip NOW to Section 3E (p.29).
If you are doing a 3-Session Delivery continue to Sections 3B through 3D.
DISCUSSION SUGGESTIONS — Interview an Older Person

- Consider having students present their findings to the rest of the class.
- Did your interviewee have a strong Sense of Future? How was this evident?
- Did your interviewee reach his/her goals? What obstacles stood in their path? How did they deal with those challenges and changes?
- What good thinking skills did your interviewee use?
- What were some of the valuable lessons that your interviewee learned throughout his/her life?
- What good advice did your interviewee offer about Sense of Future?
- How did this activity affect your Sense of Future?

In the 3-Session Delivery, this is your final Sense of Future session, so it is important to commence a class discussion to review what your students learned from the Real-life Application from the Foundation Session (p.17). This is a valuable opportunity for them to reflect on how important their Sense of Future is in their everyday lives.
This is your chance to evaluate whether your students can demonstrate a solid understanding of the importance of Sense of Future in their lives. Use the seven Module Goals as a checklist. Can your students:

1. **DEFINE Sense of Future?**
2. **UNDERSTAND what a Sense of Future provides them with?**
3. **IDENTIFY the key features of Sense of Future?**
4. **IDENTIFY aspects of Sense of Future within themselves and how important the sense is in their own lives?**
5. **RECOGNISE how strong their own Sense of Future is, and their capacity to enhance it?**
6. **UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and that they have the ability to change those thoughts?**
7. **PRACTISE and APPLY their understanding and knowledge about Sense of Future in real life?**

There are many ways you may choose to check your students’ understanding about Sense of Future, including a written evaluation (e.g. a short creative essay or quiz), class discussion or even role-play.

Now is also an excellent time to brainstorm as a class some ways that your students may be able to enhance their own Sense of Future.

If you feel your students require more work simply:

- select other activities you haven’t already done using the Classroom Activities Guide (p.47)
- select and discuss other Suggested Texts (p.44) or Films/TV programs (p.45)
- find/create your own activities and discussion references to help build understanding about Sense of Future.

### 3D. Distribute Hand-out

A hand-out summarising Sense of Future is included as a photocopiable page in the Activities & Resources section (p.53) and also in PDF on the SenseAbility CD.

1. Distribute one per student.
2. Consider a closing discussion about seeking help and the places where someone struggling with their Sense of Future might find such help (e.g. trusted friends and adults, school counsellor, medical professionals, Lifeline, Kids Helpline).
3E. Classroom Activity

**ACTIVITY: ‘PROBLEM SOLVED’**

**TIME:** 15+ minutes  
**SIZE:** For small groups  
**SPACE:** For small groups to work  
**RESOURCES:** Paper, slips of paper, pens, buckets/envelopes (one for each group of two to four students)

The aim is for students to problem solve ways around obstacles that might arise when trying to achieve their day-to-day goals.

The result should be practical exercising of problem-solving and perspective-taking skills.

1. Break the class into small groups of two to four students, and give each an envelope with a number on it (1, 2, 3, 4, etc.).
2. Give every student a slip of paper.
3. Have every student write down on their slip of paper an obstacle they may face (or anticipate facing) in the near future. These can include diverse problems like: ‘No time for fun’, ‘Marks aren’t good enough’, ‘Can’t work enough hours to save money’, etc.
4. Have the students put their ‘obstacle slips’ into their numbered envelope.
5. Redistribute the envelopes so each group gets another group’s obstacle slips.
6. Each group now has five to 10 minutes to come up with possible solutions for every obstacle/problem in the bucket/envelope they have been given.
7. Ask each group to choose one obstacle slip they’ve received and use it (and the solution they’ve come up with) as the basis for a short role-play scenario (approx. two minutes) that they will then present to the wider class.

**DISCUSSION SUGGESTIONS**

- Was it easy or difficult to come up with problems/obstacles? Why/why not?
- Was it easy or difficult to come up with solutions to the obstacles you received?
- Were you surprised by any of the obstacle slips your group received?
- Did anyone who had the obstacle they wrote presented as a role-play find the solution offered helpful? Explain why/why not.
- Were there some thinking skills that groups came up with to solve the problems?
- What thinking skills can you take away from this activity and use in your day-to-day life? In what other scenarios might they be useful?

**3F. Review Progress of Real-life Application**

Commence a class discussion about your students’ progress on their chosen Real-life Application from the Foundation Session (p.17). It is important to ensure the discussion remains centred on Sense of Future.
Session 4

4A. Classroom Activity
   (20+ minutes)

4B. Classroom Activity
   (30+ minutes)

4C. Review Progress of Real-life Application from Foundation Session
   (5 minutes)
**DISCUSSION SUGGESTIONS**

- Did discussion among your group give you any ideas you hadn’t considered about what the future might be like? What were they?
- Did your perceptions of your three goals change during the activity? Why/why not?
- Has the discussion made you rethink things you might like to pursue in the future? In what way?
- In one word, how would you describe the future? Why that word?
- What thinking skills will be most valuable in dealing with uncertainty in the future?
- Should uncertainty stop you setting goals? What thinking skills will help you remain hopeful about your future?
- How does optimism/pessimism affect your ability to view your future?
ACTIVITY: ‘JOSH’S CALENDAR’

TIME: 30+ minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Josh’s Life, Activity Key Sheet (two per student), and Blank Timetable (pp.62–64 or SenseAbility CD), scissors, glue, pens, paper

Note: This activity is also included in the Essential Skills Module, p.128.

The aim is for students to have practical experience in time-managing a student’s week.

The result should be an understanding that the demands of life are easier to manage with prioritisation and planning, and that planning ahead allows us to schedule pleasant/enjoyable events into our lives.

NB: If time is tight, this activity can be commenced in class and completed by students in their own time at home.

1. Distribute to each student a copy of Josh’s Life (a short one-page piece that describes fictional student Josh and his life commitments), a copy of the Blank Timetable, and a blank Activity Key Sheet.
2. Students must try and develop a schedule for Josh, accommodating as many of his commitments and goals as possible. Translating tasks into hour blocks (using the Activity Key Sheet) will help them shuffle around Josh’s commitments.
3. Students will find that they have to make compromises and to prioritise Josh’s tasks in order to fit everything – including enjoyable/pleasant events – into the week-long schedule.
4. Allow at least 10 minutes for this activity – it is up to you whether class discussion continues throughout the activity.

EXTENDING THE ACTIVITY*

5. Distribute to each student another Activity Key Sheet and one Blank Timetable.
6. Explain that students are to use these tools to create their own weekly timetable. Using the Activity Key Sheet will allow them to mix and match the hours they need to commit to certain tasks, and to juggle them on their timetable.
7. If time permits, have them complete this activity in class. If not, help them commence the activity and then have them complete the activity in their own time at home.

* If your students have completed their own timetables, ask them to discuss the differences between completing Josh’s timetable and their own as well as the questions in the third and fourth bullet points below.

DISCUSSION SUGGESTIONS

• The most efficient enterprises in the world employ schedules to help them meet deadlines and complete tasks in a timely manner. Everyone from builders to airlines use them to help stay on top of tasks. Brainstorm organisations that use schedules and what benefits they might get from them. Brainstorm challenges that these schedules might face (e.g. train breakdowns that throw out timetables; volcanoes that close airports). How do organisations manage these?

• In what ways might these challenges be similar to challenges you face? What can you do in those situations?

• Did you find the process of itemising Josh’s weekly commitments easy or hard? Was it useful to think of everything in terms of hours?

• How did you find the process of slotting the hours of Josh’s tasks onto the weekly calendar? Was it easy or difficult? Why? What decisions did you have to make?

• Discuss the importance of scheduling enjoyable/pleasant events. Locking them into a calendar is one way to make sure that we all get the enjoyable ‘down time’ we need to help clear the cobwebs, and keep us uplifted and better able to tackle more challenging tasks.
4C. Review Progress of Real-life Application

Commence a class discussion about your students’ progress on their chosen Real-life Application from the Foundation Session (p.17). It is important to ensure the discussion remains centred on Sense of Future.
Session 5

5A. Classroom Activity
   (15+ minutes)

5B. Review Outcomes of Real-life Application from Foundation Session
   (10+ minutes)

5C. Review of Understanding
   (10+ minutes)

5D. Distribute Hand-out
   (5 minutes)
DISCUSSION SUGGESTIONS

• How easy/difficult was it to fill in all the domains and future zones? Which parts were more challenging? Why was that?
• Why is it important to consider all aspects of your life – not just career – when setting goals and making plans?
• Could you relate to the Unforeseen Event you received? Have you ever had to deal with anything similar in your life? What did you do? Would you do things any differently now?
• Were there particular domains or time zones where the Unforeseen Event impacted more keenly than others? Why might that be?
• What skills are important to develop in order to help us deal with unforeseen circumstances as we pursue our goals and make plans?
• Who else might be able to help us if we experience unforeseen circumstances?
5B. Review Outcomes of Real-life Application

In the 5-Session Delivery, this is your final Sense of Future session, so it is very important to commence a class discussion to review what your students learned from the Real-life Application from the Foundation Session (p.17). This is a valuable opportunity for them to bring to mind how important their Sense of Future is in their everyday lives.

DISCUSSION SUGGESTIONS — Investigate a Career

- Consider having students present their findings to the rest of the class.
- What did your investigations confirm about the career you selected to investigate?
- What surprises did your investigations reveal? Were they positive or negative?
- What challenges do you now believe there are in reaching this career goal?
- What might change that could prevent you achieving this career goal?
- Did your investigations open any doors into other possible career choices? What were they?
- How did this activity affect your Sense of Future?

5C. Review of Understanding

Here is your chance to evaluate whether your students can demonstrate a solid understanding of the importance of Sense of Future in their lives.

To assist in this, use the seven Module Goals as a checklist. Can your students:

1. DEFINE Sense of Future?
2. UNDERSTAND what a Sense of Future provides them with?
3. IDENTIFY the key features of Sense of Future?
4. IDENTIFY aspects of Sense of Future within themselves and how important the sense is in their own lives?
5. RECOGNISE how strong their own Sense of Future is, and their capacity to enhance it?
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and they have the ability to change those thoughts?
7. PRACTISE and APPLY their understanding and knowledge about Sense of Future in real life?

There are many ways you may choose to check your students’ understanding about Sense of Future, including a written evaluation (e.g. a short creative essay or quiz), class discussion or even role-play.

Now is also an excellent time to brainstorm as a class on ways that your students may be able to enhance their own Sense of Future.

If you feel your students require more work simply:

- select other activities you haven’t already done using the Classroom Activities Guide (p.47)
- select and discuss other Suggested Texts (p.44) or Films/TV Programs (p.45)
- find/create your own activities and discussion references to help build understanding about Sense of Future.
5D. Distribute Hand-out

A hand-out summarising Sense of Future is included as a photocopiable page in the Resources & Activities section (p.53) and in PDF on the SenseAbility CD.

1. Distribute one per student.

2. Consider a closing discussion about seeking help and the places where someone struggling with their Sense of Future might find help (e.g. trusted friends and family, school counsellor, medical professionals, Kids Helpline, Lifeline).
REMINDER
Ensure you have delivered the Foundation Session (p. 13) before continuing.

ONGOING SESSIONS
A. Review Progress of Real-life Application from the Foundation Session
B. Select/Create Classroom Activities and Lead Discussion

FINAL SESSION
C. Review Outcomes of Real-life Application from the Foundation Session
D. Review Understanding of Sense of Future
E. Distribute Hand-out (p. 53)
How Many Sessions?

It is up to you how many sessions you now devote to completing the delivery of Sense of Future. You are the best judge of when your students have fulfilled the following seven Module Goals:

1. DEFINE Sense of Future.
2. UNDERSTAND what a Sense of Future provides them with.
3. IDENTIFY the key features of Sense of Future.
4. IDENTIFY aspects of Sense of Future within themselves and how important the sense is in their own lives.
5. RECOGNISE how strong their own Sense of Future is, and their capacity to enhance it.
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and they have the ability to change those thoughts.
7. PRACTISE and APPLY their understanding and knowledge about Sense of Future in real life.

**RECOMMENDATIONS**

In each ongoing session:
- Review progress of the Real-life Application commenced in the Foundation Session (p.17)
- Select/create classroom activities and lead discussion.

In the final session:
- Review understanding about Sense of Future
- Review outcomes of Real-life Application commenced in the Foundation Session (p.17)
- Distribute hand-out (p.53).

**A. Review Progress of Real-life Application**

Each session, you should make time for students to discuss their progress on their chosen Real-life Application from the Foundation Session (p.17) – interviewing an older person, investigating a career, or another activity you have chosen/created.

It is important to ensure the discussion remains centred on Sense of Future.

**DISCUSSION SUGGESTIONS — Interview an Older Person**

- Who did you decide to interview? Why did you choose this person?
- Did you learn anything surprising about your interviewee’s journey?
- How would you describe your interviewee’s current view of him/herself?
- Do you think your interviewee saw him/herself in this place when they were your age? Why/why not?
- Did this interview have any effect on your own Sense of Future? Why/why not?

**DISCUSSION SUGGESTIONS — Investigate a Career**

- What career/vocation did you decide upon? What appeals to you about it?
- Have you learned anything that has reinforced the job’s appealing aspects?
- Have you learned anything that makes the job seem less appealing?
- Can you picture yourself doing this job? What obstacles might prevent you reaching this career goal?
- If the job suddenly ceased to exist, do you think you could find another career equally appealing?
B. Select/Create Classroom Activities

Choose and facilitate activities and discussions that you think will help deliver a sound understanding about Sense of Future and its importance in day-to-day life.

You can:
Choose from activities supplied in this module:
- Text-based Discussions (p.44)
- Film/TV-based Discussions (p.45)
- Real-life Applications (p.46)
- Classroom Activities (see Guide p.47)

And/Or
Find or create your own classroom activities, develop your own Real-life Applications, and decide appropriate text, film or television references that students are already using or you are already familiar with.

Remember: the activities and references are only catalysts; the real learning benefits come through rewarding class discussion where students can hear other perspectives and relate new knowledge to their own lives and experiences.

C. Review Outcomes of Real-life Application

Final Sense of Future Session

In a class discussion, review what your students learned from the Real-life Application from the Foundation Session (p.17). This is a valuable opportunity for students to reflect on the importance of Sense of Future in their everyday lives.

DISCUSSION SUGGESTIONS — Interview an Older Person

- Consider having students present their findings to the rest of the class.
- Did your interviewee have a strong Sense of Future? How was this evident?
- Did your interviewee reach his/her goals? What obstacles stood in their path? How did they deal with those challenges and changes?
- What good thinking skills did your interviewee use?
- What were some of the valuable lessons that your interviewee learned throughout his/her life?
- What good advice did your interviewee have to offer about Sense of Future?
- How did this activity affect your Sense of Future?

DISCUSSION SUGGESTIONS — Investigate a Career

- Consider having students present their findings to the rest of the class, and perhaps having a class vote on the job’s pluses and minuses.
- What did your investigations confirm about the career you selected to investigate?
- What surprises did your investigations reveal? Were they positive or negative?
- What challenges do you now believe there are in reaching this career goal?
- What might change that could prevent you achieving this career goal?
- Did your investigations open any doors into other possible career choices? What were they?
- How did this activity affect your Sense of Future?
D. Review of Understanding

Evaluate whether your students can demonstrate a solid understanding of the importance of Sense of Future.

Can your students:

1. DEFINE Sense of Future?
2. UNDERSTAND what a Sense of Future provides them with?
3. IDENTIFY the key features of Sense of Future?
4. IDENTIFY aspects of Sense of Future within themselves and how important the sense is in their own lives?
5. RECOGNISE how strong their own Sense of Future is, and their capacity to enhance it?
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and they have the ability to change those thoughts?
7. PRACTISE and APPLY their understanding and knowledge about Sense of Future in real life?

There are many ways you may choose to check your students’ understanding of Sense of Future, including:

- short creative essay or quiz
- class discussion
- role-play.

Now is also an excellent time to brainstorm as a class some ways that your students may be able to enhance their own Sense of Future.

If you feel your students haven’t met one or more of the Module Goals, consider conducting more activities and discussion to help build and reinforce their understanding of Sense of Future.

E. Distribute Hand-out

A hand-out summarising Sense of Future is included as a photocopiable page in the Activities & Resources section (p.53) and in PDF on the SenseAbility CD.

1. Distribute one per student.
2. Consider broader discussion about seeking help, including the places where someone struggling with their Sense of Future might find help (e.g. trusted friends and adults, school counsellor, medical professionals, Kids Helpline, Lifeline).
References & Guides
### SUGGESTED TEXTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
<th>SUITABILITY</th>
<th>SYNOPSIS</th>
<th>POSSIBLE DISCUSSION POINTS</th>
</tr>
</thead>
</table>
| Worldshaker (2009)                   | Richard Harland         | Junior      | Col lives on the upper decks of a mobile, steam-powered city, WorldShaker, and has been chosen as the next commander. However, when a filthy girl from ‘down below’ appears in his cabin, Col's perceptions change. | • At the start of the novel, how does Col perceive his future will play out? Do other people help shape that perception? How?  
• What happens to alter Col’s firm belief in his future? How does he have to alter his own thinking to allow this shift?  
• Do Col’s values change? How do these changes affect his Sense of Future, and his motivation to set goals?  
• How does Col feel about resetting his goals?  
• What new thinking skills does Col have to employ to reach his new goals? Which of those skills do you admire? Why? |
| Ugglies (2005)                       | Scott Westerfield       | All         | In a futuristic society, people are ugly until their sixteenth birthday when they are able (through compulsory surgery) to become beautiful, and so become accepted by wider society. Tally has the normal dream of becoming pretty until her best friend refuses surgery and runs away. | • At the start of the novel, what does Tally want? What obstacles lie in the path of these goals?  
• What changes affect Tally’s wishes for her future? What does she decide to do? How do her own values affect this path to her own future?  
• What benefits arise from this unexpected turn of events? What new thinking skills does Tally develop?  
• Have you ever been in a situation where you were set on a goal, but were later pleased when it didn’t come about? How can we help ourselves become more accepting of changes without losing our hope for the future? |
| Fahrenheit 451 (1951)                | Ray Bradbury            | All         | In a dystopian city, fireman Guy Montag thinks he has a great life, burning books (which are illegal). But when he meets odd young woman Clarissa, who reads books, his views change dramatically. | • At the start of the book, is Guy content? How does he see his future?  
• What changes to make Guy rethink his present behaviours and outlook?  
• How do Guy’s changed values affect the future he sees for himself? How does he take people he has relationships with into account?  
• What do you admire about Guy? What gives him hope? What gives you hope? What skills demonstrated by Guy do you think you could build and maintain? |
| Nineteen Eighty-Four (1949)         | George Orwell           | Senior      | In 1984 the country of Oceania is at war. A dictatorial government scrutinises every citizen’s moves. Minds are controlled. Winston Smith, reviser of historical documents, falls in love and is imperilled. | • How does Winston’s job as a revisionist inform his view of the future?  
• What is the Inner Party’s vision of the future?  
• How does Winston’s relationship with Julia affect his view of the future?  
• Winston fails to reach his goals because he and Julia are betrayed. How does he try and deal with this? Is he successful?  
• Why are relationships so important to our individual futures? What can go wrong if we fail to consider others? How do your values inform your hopes for the future? |
| American Hostage (2005)              | Micah Garen and Marie-Helene Carleton | Senior       | Told from his and his journalist partner’s perspectives, this is the story of an American journalist who was kidnapped in Iraq and held captive. The memoir details his struggles, and the efforts of American authorities and friends to free him. | • What was Garen’s view of his future two days before he was due to leave Iraq?  
• How did Garen remain hopeful about the future while he was captive? What elements contributed to his hopefulness?  
• How did Garen’s relationship with Amir affect his Sense of Future?  
• How did others perceive Garen’s future? Why? Did that perception change?  
• How do you think Garen views his future now?  
• What skills of Garen’s do you admire and think you could use? |

**NB:** Teachers should review suggested texts for suitability before use. You should feel free to use different texts that you think are more suited to your students’ needs or current study streams.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>FORMAT</th>
<th>SUITABILITY</th>
<th>SYNOPSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waking Ned Devine (1998)</td>
<td>Feature Film</td>
<td>(PG) All</td>
<td>Someone in the small Irish village of Tullymore has won the national lottery. Cunning Jackie O’Shea discovers the winner was Ned Devine, who died of shock at the win. Jackie decides to enlist the help of his friend Michael to claim the prize for themselves.</td>
</tr>
<tr>
<td>2001: A Space Odyssey (1968)</td>
<td>Feature Film</td>
<td>(G) All</td>
<td>Dave Bowman is a member of the crew aboard the Discovery, a spaceship en route to Jupiter to discover the possible source of strange monoliths that may have sparked human evolution. But ship computer HAL is determined to overcome human frailty.</td>
</tr>
<tr>
<td>Life On Mars (2006)</td>
<td>TV Series</td>
<td>(MA) Senior (=15–18 y.o.)</td>
<td>Sam Tyler is a present-day police detective. He is struck by a car and wakes up in 1973. Sam struggles to make his way in a world with different values while he tries to figure out if he can return to his own world – the future of 2006.</td>
</tr>
<tr>
<td>Castaway (2000)</td>
<td>Feature Film</td>
<td>(M) Senior (=15–18 y.o.)</td>
<td>Chuck Noland, a FedEx engineer, lives his life by the clock. But clocks cease to have meaning when the plane he is travelling in crashes and he becomes the sole human on a remote island.</td>
</tr>
<tr>
<td>Gattaca (1997)</td>
<td>Feature Film</td>
<td>(G) All</td>
<td>Vincent Freeman is classed as genetically inferior. Nevertheless, he is determined to join the rocket program, an elite career reserved for genetically superior humans. He adopts the guise of a ‘valid’ in order to pursue his dreams.</td>
</tr>
</tbody>
</table>

### POSSIBLE DISCUSSION POINTS

- **What do people think winning the lottery will do for their future? What does Jackie think the lottery money would do for his future?**
- **What factors does Jackie consider when he decides his scheme to have Michael impersonate Ned Devine?**
- **What factors influence Jackie’s change of plan? How does this change reflect Jackie’s values?**
- **Is the new plan just about money? What else does it encompass?**
- **Why is it important to consider other people when we set goals and make decisions about our future?**

- **Does the crew of Discovery know what their future holds? How do they remain hopeful about their mission and their roles?**
- **What happens to make Bowman rethink his future? What becomes his and Poole’s new goal?**
- **What is HAL’s goal? What might he perceive his future to hold? How does this conflict in programming (to reveal all to his crew, yet to withhold the mission’s purpose from them) result in confusion?**
- **Survival is a key motivator, and family (extending the human race into the future) is both a goal and a source of hopefulness. What are you hopeful about? How do your hopes motivate you?**

- **What is Sam’s goal? What factors threaten it? Why does/doesn’t his goal change?**
- **Do Sam’s values change? Why/why not?**
- **Does Sam rethink his future? What might he be thinking? How does he remain hopeful and motivated?**
- **What do other characters in 1973 think about the future? In what way is their thinking different to Sam’s?**
- **Have you ever felt you were thinking differently to other people about a goal that was important to you? How did you feel? What did you do?**

- **How does Noland perceive his future at the start of the film? What values does he run his life by?**
- **How does his Sense of Future change after the crash? Does his value system change, too? In what way?**
- **What thinking skills does Noland discard on the island? What new thinking skills does he build/acquire?**
- **How does Noland remain hopeful about his future? Why is this important?**
- **Have you ever had to face a significant challenge on your own? Was this difficult? Why? How did you overcome the challenge?**

- **Does this film portray a good future for humankind? Why/why not? Is there anything hopeful about it?**
- **Vincent’s dream seems a hopeless one. What motivates him? What might he tell himself to keep his dream alive?**
- **What obstacles (physical, legal, personal, emotional) stand in the way of Vincent achieving his goal? What thoughts might he have used to overcome these obstacles?**
- **Have you ever pursued a dream despite great odds against you? Did you achieve your goal? If not, did that matter?**

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**NB:** Teachers should review suggested films and television episodes for suitability before use. Choose and view an excerpt from the feature or episode if time does not permit full viewing.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>TIME SPAN</th>
<th>GROUP SIZE</th>
<th>ACTIVITY</th>
<th>POSSIBLE DISCUSSION POINTS</th>
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<tbody>
<tr>
<td>Setting Goals</td>
<td>&lt;one hour</td>
<td>Individual</td>
<td>Students think about and write down three short-term goals (e.g. complete an assignment, get to work on time, get a good night's sleep) and three medium-term goals (e.g. finish project, pass exam, have a good vacation) and three long-term goals (e.g. start a family, visit Europe). Now have them list the steps and obstacles to overcome those goals and give a short explanation of why they chose to include each.</td>
<td>• How easy was it to think of your goals? Were some more difficult to define than others? What mental blocks might have stood in your way?</td>
</tr>
</tbody>
</table>
# Classroom Activities Guide

<table>
<thead>
<tr>
<th>ACTIVITY NAME</th>
<th>PAGE</th>
<th>AGE</th>
<th>SIZE</th>
<th>TIME</th>
<th>THEME</th>
<th>RESOURCES*</th>
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<td>Junior (=12–14 y.o.)</td>
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<td>Sing My Dream</td>
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<td>Why Them?</td>
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<td>You Know What I Like</td>
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</tbody>
</table>

*Note that items common to classrooms (e.g. wall clock, pens, paper, whiteboard) are assumed to be available.*
Delivering SenseAbility
Delivering Several Modules Across a Term

If you have decided to deliver more than one SenseAbility module to your students, you may wish to fit those modules into a 10-week term block. There are two recommended models for delivering multiple modules over a term:

**Option 1:** Delivering three Sense modules (e.g. Sense of Belonging, Sense of Control, and Sense of Future) in three x 45 minute (or longer) sessions with a final review session at the end.

**Option 2:** Delivering two Sense modules (e.g. Sense of Belonging and Sense of Control) in five x 45 minute (or longer) sessions.

If you believe your students would benefit from learning about and exercising Essential Skills, then you can replace one of the Sense modules with Units from the Essential Skills Module. If you wish to deliver more than three SenseAbility modules, you can simply run two or more 10-session blocks over two or more terms.

<table>
<thead>
<tr>
<th>45+minute SESSION</th>
<th>Delivery Suggestions for a 10-Week / 10-Session Block</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Option 1</strong></td>
<td>Sense One</td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
<td>Sense One</td>
</tr>
</tbody>
</table>

Which Modules When?

The relevance of the information and skills explored in this and other Sense modules may change for your students depending on their age and on the challenges they are facing at particular times of the school year.

For instance, during transitional periods like moving from primary to secondary school, Senses of Self-worth, Control, and Belonging are especially important. For students midway through secondary school who are faced with having to choose elective subjects, Senses of Purpose, Control, and Future may seem more keenly relevant to their situation.

You are the best judge of which Senses will be of most benefit to your students, bearing in mind considerations like cultural backgrounds, literacy levels and gender. However, here are some suggestions for ordering or prioritising the sense modules:

**JUNIOR SECONDARY (≈12–14 years)**
- Self-worth; Belonging; Control; Purpose; Future; Humour

**SENIOR SECONDARY (≈15–18 years)**
- Purpose; Future; Control; Humour; Self-worth; Belonging

The Essential Skills Module can fit in with any module/s, and you should evaluate the need for it regularly.
Activities & Resources
What is it?

Your Sense of Future is your vision about times to come. It motivates you to set goals, make plans, and look ahead with hopefulness.

Why is Having a Sense of Future So Important?

- Helps us to understand that the decisions we make now will affect who and where we are in the future.
- Allows us to predict what is likely to happen if we behave in certain ways.
- Gives us motivation to undertake less pleasant tasks now in order to enjoy greater rewards in times to come.
- Helps us remain hopeful, even in the face of unexpected challenges.

Important Benefits

- Allows us to imagine possibilities and to make plans to meet those dreams.
- Reminds us that the future holds possibilities for fulfillment for every one of us.
- Allows us to understand that even if things don’t work out, the act of trying can open new (and sometimes better) opportunities.

Ways to Strengthen Your Sense of Future

- Encourage yourself to set goals, even small ones.
- Make plans that include time for enjoyable or pleasant events.
- Approach problems from different perspectives, and think realistically about them.
- Don’t discourage yourself from thinking about your dreams and goals, no matter how impossible or difficult they might seem.
- Remember that your values set the tone for your goals.
- Accept support offered by others, and seek assistance when you need it.
- Speak helpfully to yourself.

What if I’m Struggling with My Sense of Future?

Many people experience times in their lives when things seem hopeless and the future looks tough or empty. In those situations, it can be very helpful to speak with someone. Friends, family, trusted adults, and medical professionals are good places to start. Some other helpful resources include:

WEBSITES
- www.youthbeyondblue.com
- www.lifeline.org.au
- www.sane.org
- www.reachout.com
- www.headspace.org.au
- www.somazone.com.au
- www.inspire.org.au

HELPLINES
- Youthbeyondblue: 1300 22 4636
- Kids Helpline: 1800 55 1800
- Lifeline: 13 11 14
- Sane Australia: 1800 18 7263

ONLINE COUNSELLING
- www.kidshelp.com.au
When an event (A) happens, it is our thoughts and interpretations (B) of the event, and not the event itself, that lead us to experience certain emotions and feelings (C), and to act or react in particular ways (D).

<table>
<thead>
<tr>
<th>ANTCEDEnts</th>
<th>BELIEFS</th>
<th>CONSEQUENCES</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event/Situation</td>
<td>Thoughts</td>
<td>Feelings</td>
<td>Actions</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

Joanne’s tertiary entrance score is too low for her preferred Uni.

I can’t get into the Uni I wanted – my life is ruined!

DEVASTATED
PESSIMISTIC
ANXIOUS

Joanne gives up on university and doesn’t put in other applications.

Well, I can’t get in straight away. Maybe there is another way?

DISAPPOINTED
HOPEFUL
DETERMINED

Joanne talks to an educational counsellor about her options.
When an event (A) happens, it is our thoughts and interpretations (B) of the event, and not the event itself, that lead us to experience certain emotions and feelings (C), and to act or react in particular ways (D).

**Blank A-B-C-D Model**

**ACTION**

Copy/print onto overhead transparency or use as data file for projection during class discussion.
DISCUSSION SUGGESTIONS

- How did you feel having your choices constrained by the starting letter? How is this like real life, where our choices may seem constrained by obligations, expectations, and situations?

- Did the constraints make you give up or try harder? Were you able to identify goals despite the constraints placed on you? What thinking skills did you have to employ?

- Were you surprised by some of the goals you generated? How did those surprises make you feel? Was it exciting to hear yourself say things you may not have considered before?

- What surprising suggestions did you hear other people make? Which excited you? How are our goals and choices in life often informed by inspiring people we happen to meet or unplanned events that occur?

- Brainstorm and discuss people who ended up in situations or careers due to unforeseen events (both good and bad). How did these events impact on each individual’s Sense of Future? How might their way of thinking about the future have changed as a result?

- How does the future seem to you? Are you confident that your hopes will be realised? What happens if things don’t go to plan?
DISCUSSION SUGGESTIONS

• Do you think the gifts or the curses won out in your scenarios or did they balance each other out? Or, do you think the humans’ fates ultimately would depend most on the decisions they made?

• We can often feel like events in our lives are out of our control (or in the ‘lap of the Gods’); but even in those situations, there are often still ‘gifts’ to be found and good choices to be made. Have you ever been in a situation where your choices always seemed to have upsides and downsides? What did you do? What thinking skills did you rely on?

• Brainstorm some common scenarios where there is more than one path forward, each with good and bad consequences.* What is the best way to approach them? How do you remain hopeful in those situations? Who should you seek help from?

* For example, you know a friend of yours is bullying another young person. You’ve asked your friend to stop, but they haven’t. Do you tell a teacher and risk losing your friend? Or say nothing and feel awful that your friend is making another person miserable?
### ACTION

Copy/print this sheet then allow participants to use scissors to cut along the dotted lines to separate cards for glueing onto the Story Sheet.

<table>
<thead>
<tr>
<th>GIFTS</th>
<th>CURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Great strength</strong></td>
<td><strong>Blindness</strong></td>
</tr>
<tr>
<td><strong>Flying Horse</strong></td>
<td><strong>Sloth</strong></td>
</tr>
<tr>
<td><strong>Great Stamina</strong></td>
<td><strong>One Minute’s Invisibility</strong></td>
</tr>
<tr>
<td><strong>Boat needing no Sails</strong></td>
<td><strong>Dull Weapons</strong></td>
</tr>
<tr>
<td><strong>Fleetness of Foot</strong></td>
<td><strong>Dies if steps on earth</strong></td>
</tr>
<tr>
<td><strong>Sight in Darkness</strong></td>
<td><strong>Deafness</strong></td>
</tr>
<tr>
<td><strong>A blade that cuts stone</strong></td>
<td><strong>Animals fear him/her</strong></td>
</tr>
<tr>
<td><strong>Winged Sandals</strong></td>
<td><strong>Loses Direction</strong></td>
</tr>
<tr>
<td><strong>Own weight in Gold</strong></td>
<td><strong>Message Bird</strong></td>
</tr>
<tr>
<td><strong>Long Life</strong></td>
<td><strong>Dances incessantly</strong></td>
</tr>
<tr>
<td><strong>Breathe Underwater</strong></td>
<td><strong>Water fogs around them</strong></td>
</tr>
<tr>
<td><strong>No Hunger for a Week</strong></td>
<td><strong>Becomes Self-centred</strong></td>
</tr>
<tr>
<td><strong>Ability to slow time</strong></td>
<td><strong>Loses Memory</strong></td>
</tr>
<tr>
<td><strong>Air Sure and True</strong></td>
<td><strong>Sleep for a week</strong></td>
</tr>
<tr>
<td><strong>Aim Sure and True</strong></td>
<td><strong>Terror of Heights</strong></td>
</tr>
<tr>
<td><strong>Ability to slow time</strong></td>
<td><strong>Terror of Darkness</strong></td>
</tr>
<tr>
<td><strong>Aim Sure and True</strong></td>
<td><strong>Loses his/her Voice</strong></td>
</tr>
</tbody>
</table>
**STORY I**

**BELLEPHONE IS A SKILLED HUNTRESS AND THE MOTHER OF TWO CHILDREN. A SEVEN-HEADED BEAST (ONE DEADLY HEAD AWAKE EACH DAY) IS TERRORISING HER VILLAGE AND WILL DESTROY IT IN LESS THAN A WEEK. SHE MUST CLIMB TO ITS MOUNTAIN LAIR TO KILL IT, BUT IS ABLE TO TAKE ONLY ONE ARROW.**

<table>
<thead>
<tr>
<th>GIFT</th>
<th>CURSE</th>
<th>OUTCOME?</th>
</tr>
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<tbody>
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</tbody>
</table>

**STORY II**

**MENEAGUS IS A WISE AND JUST KING, WELL LOVED BY HIS PEOPLE. BUT HIS HEART-STICK HAS BEEN STOLEN BY A WATER BEAST THAT DEMANDS ONE CHILD EACH WEEK AS FOOD OR IT WILL SNAP THE HEART-STICK. MENEAGUS SAILS TO THE BEAST’S ISLAND TO KILL IT AND RETRIEVE HIS HEART-STICK.**

<table>
<thead>
<tr>
<th>GIFT</th>
<th>CURSE</th>
<th>OUTCOME?</th>
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**STORY III**

**PERLISIUS IS A SOLDIER IN ONE OF TWO ARMIES THAT HAVE BEEN AT WAR FOR A HUNDRED YEARS. HE LEARNS THAT IF HE BRINGS TO THE TEMPLE THE SILVER HORMS OF THE SKY GOAT, PEACE WILL RETURN TO THE LAND. BUT THE GOAT IS IN A CAVE PROTECTED BY A GORGON WHOSE GAZE WILL TURN ITS VICTIM TO DUST.**

<table>
<thead>
<tr>
<th>GIFT</th>
<th>CURSE</th>
<th>OUTCOME?</th>
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</table>
Happy Seventieth

ACTIVITY: ‘HAPPY SEVENTIETH’

TIME: 15+ minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Pens, paper

The aim is for students to project forward life possibilities that develop from their values.

The result should be rewarding discussion about goal setting and planning.

1. Explain that students are to imagine they are each a week away from their seventieth birthday. Someone (friend or family member) is going to give a speech about each of you — your life, your characteristics, your achievements, your community involvement, your relationships, etc. The speaker has asked if you could write the speech (or at least provide the points).

2. Students are to think about how they might like their life to have turned out in five key domains: work/calling; family; friendships; community; and fun pursuits (e.g. hobbies, sport). Students can also add other domains that might be important to them.

3. Give students five minutes to think about their achievements in these domains, then another five minutes to write their speech. They should bear in mind how they would like to be perceived and remembered by others.

4. Allow students willing to share their speech to do so with the rest of the class.

5. Commence discussion.

DISCUSSION SUGGESTIONS

- Was it easy or difficult to think of yourself that far ahead in time? If it was difficult, what mental obstacles laid in your way?
- How did your speech reflect the things you find valuable today?
- How and why might your values change over time?
- Does the act of thinking about your future help clarify your goals?
- How might you plan to meet those goals?
- What do you think you could do if those plans were thwarted? What might you be thinking and feeling? What thinking skills will be most valuable in those situations?
**ACTIVITY: ‘JOSH’S CALENDAR’**

**TIME:** 30+ minutes  
**SIZE:** Individuals or pairs  
**SPACE:** No special requirements  
**RESOURCES:** Josh’s Life, Activity Key Sheet (two Activity Keys per student), and Blank Timetable (pp.62–64), scissors, glue, pens, paper

The aim is for students to have practical experience in time-managing a student’s week.  

The result should be an understanding that the demands of life are easier to manage with prioritisation and planning, and that planning ahead allows us to schedule pleasant/enjoyable events into our lives.

NB: If time is tight, this activity can be commenced in class and completed by students in their own time at home.

1. Distribute to each student a copy of Josh’s Life (a short one-page piece that describes fictional student Josh and his life commitments), a copy of the Blank Timetable, and a blank Activity Key sheet.
2. Students must try and develop a schedule for Josh, accommodating as many of his commitments and goals as possible. Translating tasks into hour blocks (using the Activity Key Sheet) will help them shuffle around Josh’s commitments.
3. Students will find that they have to make compromises and will have to prioritise Josh’s tasks in order to fit everything – including enjoyable/pleasant events – into the week-long schedule.
4. Allow at least 10 minutes for this activity – it is up to you whether class discussion continues through the activity.

**EXTENDING THE ACTIVITY**

5. Distribute to each student another Activity Key Sheet and one Blank Timetable.
6. Explain that students are to use these tools to create their own weekly timetable. Using the Activity Key Sheet will allow them to mix and match the hours they need to commit to certain tasks, and to juggle them on their timetable.
7. If time permits, have them complete this activity in class. If not, help them commence the activity and then have them complete the activity in their own time at home.

* If your students have completed their own timetables, ask them to discuss the differences between completing Josh’s timetable and their own as well as the questions in the third and fourth bullet points below.

**DISCUSSION SUGGESTIONS**

- The most efficient enterprises in the world employ schedules to help them meet deadlines and complete tasks in a timely manner. Everyone from builders to airlines use them to help stay on top of tasks. Brainstorm organisations that use schedules and what benefits they might get from them. Brainstorm challenges that these schedules might face (e.g. train breakdowns that throw out timetables; volcanoes that close airports). How do organisations manage these?
- In what ways might these challenges be similar to challenges you face? What can you do in those situations?
- Did you find the process of itemising Josh’s weekly commitments easy or hard? Was it useful to think of everything in terms of hours?
- How did you find the process of slotting the hours of Josh’s tasks onto the weekly calendar? Was it easy or difficult? Why? What decisions did you have to make?
- Discuss the importance of scheduling enjoyable/pleasant events. Locking them into a calendar is one way to make sure that we all get the enjoyable ‘down time’ we need to help clear the cobwebs, and keep us uplifted and better able to tackle more challenging tasks.
Josh is finding that life has become very busy, and there never seems to be quite enough hours in the week. He is a high school student, so that of course means attending school weekdays, and study and assignments at night and at weekends. He also enjoys a sporty lifestyle (he is a second dan black belt in taekwondo), has a bunch of good mates, and is saving for his first car by working at a pizza chain’s call centre. He dreams he might be good enough one day to make the Australian Olympic Taekwondo Team if he can keep up the training.

The next week for Josh will be very busy, and he doesn’t know how he’s going to juggle everything. He has two assignments that need a few hours work each; he takes taekwondo classes two evenings a week and coaches new pupils Saturday mornings; he works two 4-hour shifts at the pizza call centre and they want him to work a third (his good friend Addison is having a birthday party Saturday night and he needs that extra shift to pay for a present); and of course he’s got to make time for regular homework and household chores.

Josh knows his parents are worried that he’s spreading himself too thin, and just last week his Dad asked Josh if he should think about ‘winding back’ the taekwondo (he hasn’t told his dad there is a very cute girl he teaches in the Saturday class!). He knows he has to make some tough calls soon: if he wants to go to Uni to study Vet Science, he knows he’ll have to get excellent grades. But the taekwondo dream is also really important. And so is spending time with friends, and having his first car is going to be awesome ... Wow, thinks Josh. I could really use some help here.

COMMITMENTS

SCHOOL
Attendance (9am – 3pm Monday – Friday)
Cricket practice (Monday afternoons, 3–4pm)
Science Assignment (minimum 4 hours work remaining)
English Project (minimum 3 hours work remaining)
Homework/study (minimum 2 hours per day)

OTHER
Work: 2 x 4 hour shifts (5–9pm Tuesday and Thursday nights) and one other 4 hour shift (flexible)
Taekwondo: 2 x 2 hour classes (7–9pm Monday and Wednesday evenings), and 1 x 2 hour class (9–11am Saturday morning)
Home time (meals, showers, spending time with the family) minimum 1 hour per day
Chores: mow and trim lawn (1.5 hours); unpack dishwasher and clean kitchen (daily); walk dog (daily)

JOSH ALSO WANTS TO
Hang out with friends
Watch a TV comedy (7–7:30pm weeknights), and a crime show (8:30–9:30pm Tuesday nights)
Play a computer game
Read the latest Clive Barker novel
**Josh’s Calendar – Activity Key Sheet**

**ACTION**

Copy/print this sheet, two per student. Blocks to be filled in with tasks, then cut and pasted onto Blank Timetable. Each block represents one hour – examples are written in shaded blocks.
Josh’s Calendar – Blank Timetable

ACTION

Copy/print one copy per student.
DISCUSSION SUGGESTIONS

• What tactics did you employ to determine two minutes? Counting in your head? Counting heartbeats? Simply following people you trust?

• How much harder was it given that you had another task to do at the same time?

• Have you ever had a time-management problem? What was the cause of it? What was your solution? Could you have done things differently?

• Time gets away from us very easily when we are busy, and the things that are often postponed or neglected are the pleasurable parts of life (e.g. reading a book, exercising, socialising, spending time with family). But these ‘down times’ are very important to emotional and mental wellbeing. Do you think that good time management – including the scheduling of enjoyable/pleasant events – is something we should all aim for? Why/why not?

• Brainstorm some simple, quick, healthy things that you might like to do in your life that give you enjoyment and help you ‘de-stress’ (e.g. go for a brisk 10-minute walk after studying, play with the dog). How can you take advantage of spare ‘spots’ that arise in your day to have a quick break and make things more pleasant or enjoyable?
Just a Minute – Task Cards

ACTION

Copy/print this sheet out and cut along the dotted lines with scissors or guillotine. Ensure every student receives one card.
Here are the solutions to the math problems posed on the task cards.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>27</td>
<td>81</td>
<td>11</td>
<td>-14</td>
<td>103</td>
</tr>
<tr>
<td>+7</td>
<td>+54</td>
<td>-8</td>
<td>-29</td>
<td>-57</td>
</tr>
<tr>
<td>+4</td>
<td>+8</td>
<td>+17</td>
<td>+12</td>
<td>-6</td>
</tr>
<tr>
<td>+2</td>
<td>+3</td>
<td>-18</td>
<td>-3</td>
<td>+8</td>
</tr>
<tr>
<td>+9</td>
<td>+15</td>
<td>+58</td>
<td>+75</td>
<td>-23</td>
</tr>
<tr>
<td>+36</td>
<td>-23</td>
<td>+13</td>
<td>-9</td>
<td>-18</td>
</tr>
<tr>
<td>+5</td>
<td>-2</td>
<td>-26</td>
<td>-7</td>
<td>+7</td>
</tr>
<tr>
<td>= 90</td>
<td>= 136</td>
<td>= 47</td>
<td>= 25</td>
<td>= 14</td>
</tr>
</tbody>
</table>
DISCUSSION SUGGESTIONS

- Did you find the activity easy or difficult? Which parts? Why?
- What were you thinking and feeling when the Cue Card came up in the middle of your story section? How hard was it to incorporate that unexpected change?
- Reilly is a fictional person whose fate really doesn’t matter to you, but have you ever been faced with an unforeseeable ‘Cue Card’ like the ones that faced Reilly? What did or would you do?
- Sometimes unexpected things happen to us, and these events seem to derail our plans and divert us from our goals. What are good strategies for coping with these circumstances? What thinking skills are most valuable? When should we seek help, and from whom?
Life o’ Reilly – Story Starter Cards

ACTION

Copy/print sufficient to have one copy of the card per group. Separate along the dotted lines using scissors or guillotine. Note that Reilly can be either male or female.

Reilly is a well-liked, easy going student. Reilly realises that it’s going to be important to knuckle down and work hard from now on because Reilly has decided to ...

Reilly is a well-liked, easy going student. Reilly realises that it’s going to be important to knuckle down and work hard from now on because Reilly has decided to ...
Then there was a knock on the door. It was his/her cousin, asking to stay for a month.

But Reilly received a telephone call from London. His/her aunt had died.

Reilly woke the next day, with a terrible cold - he/she couldn't get out of bed.

Reilly's mobile rang. He/she opened the mail: a bill for $680.

Reilly felt ill with an awful headache. All he/she wanted to do was lie down.

Reilly got a call from a friend at the beach, inviting him/her there for a fortnight.

Reilly got a phone call from Jamie – a nice person in his/her class, asking Reilly on a date.

Reilly got a call from a friend at the beach, inviting him/her there for a fortnight.

Reilly sounded mad... his/her employer and he/she brooked a wrist on a wet stair. But that day, Reilly

Reilly's aunt had died. It was his/her cousin, asking to stay for a month.

Reilly woke the next day, with a terrible cold - he/she couldn't get out of bed.

Reilly's mobile rang. He/she opened the mail: a bill for $680.

Reilly felt ill with an awful headache. All he/she wanted to do was lie down.

Reilly got a call from a friend at the beach, inviting him/her there for a fortnight.

Reilly got a phone call from Jamie – a nice person in his/her class, asking Reilly on a date.

Reilly got a call from a friend at the beach, inviting him/her there for a fortnight.
DISCUSSION SUGGESTIONS

- How did you feel having your choices constrained by the starting letter? How is this like real life, where our choices seem constrained by obligations, expectations, and situations? Did your team offer up enjoyable goals nevertheless?

- Were you surprised by some of the goals you generated? How did these surprises make you feel? Was it exciting to hear yourself say things you may not have considered before?

- What surprising suggestions did you hear other people make? Which excited you? How are our goals and choices in life often informed by inspiring people we happen to meet or unplanned events that occur?

- What new or different ways of thinking did you discover you needed for this activity? How could you apply those in day-to-day life?

- The future often seems out of our control, but there are always things to remain hopeful about. Even if choices are difficult or events don’t go to plan, these changes can often lead to interesting alternative outcomes. Can you identify a situation in your life when things did not go to plan, but the outcome was as good as, if not better than, your original expectations?
DISCUSSION SUGGESTIONS

• Where on the mandala did you want your piece to end up? Why there? Where did it end up? What did that result make you think and feel?

• If you could throw again, would you? Why?

• Try to picture that this result (i.e. where your token landed) is actually going to come true. How does that thought make you feel? Why do you feel that way? Have the group brainstorm alternative ways each person might think about that circumstance.

• The world and our future are uncertain, and despite our best-laid plans, things can turn out in unexpected ways. Why is it so important to be able to look at events from many perspectives? Why is it important to take control of the way we think about life’s events? Stress that this can apply to good events, as well as less desirable events.

• Brainstorm some circumstances in your day-to-day life where flexible, helpful, realistic thinking can help you maintain hopefulness (e.g. exams, sudden illness, flat bike tyre, not getting into a team, a relationship problem).
BACKGROUND

‘Mandala’ is a Sanskrit word that loosely translates to ‘circle’, but carries a great deal more meaning than a simple shape. It relates to wholeness, to the infinite via a circle without end, and to individuals’ relationships with the world and within themselves.

OTHER MATERIALS

Chalk or butcher’s paper, sticky tape, marking pens, individual objects as described in the activity p.72.

ACTION

Either draw this on concrete using chalk, or tape sheets of butcher’s paper together to make a single, large piece on which you can draw your own mandala based on the guide below – make yours as simple or complex as you see fit. Use all, some, or none of the items; as teacher you should feel free to make up your own.
Noise in the Night

**DISCUSSION SUGGESTIONS**

- Take on the thought ‘There’s a burglar in my house!’ and consider how that thought makes you feel; now challenge that thought, changing it to ‘I’m sure it’s just that rotten dog.’ Does this second thought result in different feelings?
- Brainstorm some other real-life instances where people might have a variety of reactions to the same event.
- Brainstorm a list of events that have the potential to cause stress and anxiety (e.g. sudden illness, exams, asking someone for a date, auditions or sports tryouts). But remember the amount of stress and anxiety you feel is linked directly to how you think about the event. So changing the way you think is the most effective way to control your feelings and actions, and thus reduce stress and anxiety. If time permits, brainstorm some potentially helpful self-talk for some of these generated events.

**ACTIVITY: ‘NOISE IN THE NIGHT’**

**TIME:** 15+ minutes  
**SIZE:** Whole of class  
**SPACE:** No special requirements  
**RESOURCES:** Whiteboard

The **aim** is to revisit the A-B-C-D Model in a different way. NB: An alternative is to select Helpful Thinking & Self-talk, Unit 1, from the Essential Skills Module, where this activity is supported by a DVD clip.

The **result** should be a firmer understanding that while we cannot control all events, we can control the way we think about them, and consequently how we feel about them and what we do as a result.

1. Draw up a blank table including the column headings (see example below).
2. Explain the scenario: you are home alone in bed. It is dark and quiet. Suddenly, you hear a loud, unexpected noise.
3. Under ‘Event’ write in ‘Strange noise in the night.’
4. Ask questions in the following order, writing responses in the table:
   - I. How do you feel?
   - II. What are your physical symptoms?
   - III. What do you do?
   - IV. Why did you do that (i.e. what were you thinking)?

**EXAMPLE RESPONSES:**

<table>
<thead>
<tr>
<th>EVENT</th>
<th>THOUGHTS?</th>
<th>FEELINGS</th>
<th>DO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strange noise in the night</td>
<td>I hate being alone</td>
<td>Anxious</td>
<td>Look for mobile phone</td>
</tr>
<tr>
<td></td>
<td>This is dangerous</td>
<td>Scared</td>
<td>Pull blankets over your head</td>
</tr>
<tr>
<td></td>
<td>I’m all alone!</td>
<td>Apprehensive</td>
<td>Listen intently</td>
</tr>
<tr>
<td></td>
<td>Surely it’s nothing</td>
<td>Silly</td>
<td>Tell yourself not to be silly</td>
</tr>
<tr>
<td></td>
<td>It might be a burglar</td>
<td>Curious, angry</td>
<td>Grab cricket bat</td>
</tr>
</tbody>
</table>

**NB:** This represents an ideal example where responses about feelings and actions are lined up to be consistent with relevant thoughts (e.g. apprehensive and pale, and listening intently, are results of the thought, ‘I’m all alone!’). Since your students will generate responses in a more haphazard fashion, you may not be able to ‘line up’ associated thoughts, feelings, and actions so neatly. Don’t be concerned; what is important is that students understand, and you emphasise, the thoughts–feelings–actions link.

Draw up a second blank table with the same headings.
5. Explain that NOW you hear the same noise, but this time you know it is the neighbour’s dog that often comes out this each night to rummage in the garbage bin.
6. Ask the same questions in the same order, writing sample responses in the columns, e.g. Feel? Annoyed. Symptoms? Slight flush. What do you do? Fume about the neighbour. Why did you do that (i.e. what were you thinking)? For example ‘I’m sick of that dog and I must talk to my neighbour about it.’
7. Highlight that a whole raft of different responses – nervousness, anger, excitement, etc. – all resulted from the one common event. Emphasise again the thoughts–feelings–actions link.
Problem Solved

ACTIVITY: ‘PROBLEM SOLVED’

TIME: 15+ minutes
SIZE: Small groups
SPACE: For small groups to work
RESOURCES: Paper, slips of paper, pens, buckets/envelopes
(one for each group of two to four students)

The aim is for students to problem solve ways around obstacles that might arise when trying to achieve their day-to-day goals.
The result should be practical exercising of problem-solving and perspective-taking skills.

1. Break the class into small groups of two to four students, and give each an envelope with a number on it (1, 2, 3, 4, etc.).
2. Give every student a slip of paper.
3. Have every student write down on their slip of paper an obstacle they may face (or anticipate facing) in the near future. These can include diverse problems like: ‘No time for fun’, ‘Marks aren’t good enough’, ‘Can’t work enough hours to save money’, etc.
4. Have the students put their ‘obstacle slips’ into their numbered envelope.
5. Redistribute the envelopes so each group gets another group’s obstacle slips.
6. Each group now has five to 10 minutes to come up with possible solutions for every obstacle/problem in the bucket/envelope they have been given.
7. Ask each group to choose one obstacle slip they’ve received and use it (and the solution they’ve come up with) as the basis for a short role-play scenario (approx. two minutes) that they will then present to the wider class.
8. Commence class discussion.

DISCUSSION SUGGESTIONS

• Was it easy or difficult to come up with problems/obstacles? Why/why not?
• Was it easy or difficult to come up with solutions to the obstacles you received?
• Were you surprised by any of the obstacle slips your group received?
• Did anyone who had the obstacle they wrote presented as a role-play find the solution offered helpful? Explain why/why not.
• Were there some thinking skills that groups came up with to solve the problems?
• What thinking skills can you take away from this activity and use in your day-to-day life? In what other scenarios might they be useful?
ACTIVITY: ‘SING MY DREAM’

TIME: 5–10 minutes
SIZE: Whole of class
SPACE: No special requirements
RESOURCES: A-B-C-D Model (p.54 or SenseAbility CD)

The aim is to allow students to experience a situation where their thoughts about an event affect their feelings. The result should be that students understand that they can control the way they think about events and so exercise some control over their emotional responses. The activity should also highlight the link between thoughts and feelings, and show how our thoughts have the power to increase or decrease our personal stress.

1. Tell your students that, to set the tone for Sense of Future, you are going to randomly pick four people from the class to stand up the front and improvise a song about what they want to be or do in the future.*

2. Explain that everyone has five minutes to start thinking about their aspirations and compose their song. Students are NOT to talk with their classmates in this time.

3. Pretend to be busy with notes/work but try to observe your students’ reactions.

4. After one minute has elapsed, stop your students (no one will be singing; this was an experiment to gauge students’ responses to a specific event, but do not tell the class this yet).

5. Commence class discussion using the tables below drawn onto the whiteboard.

LIST STUDENTS’ RESPONSES

6. On the whiteboard, draw up a five-column table. Label the first column ‘A: Event’ and write beneath it: ‘Asked to sing about a future goal in front of the class’.

<table>
<thead>
<tr>
<th>A: Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

7. Label the third and fourth columns ‘Emotions’ and ‘Bodily symptoms’, under the broader title ‘C: Feelings’, and ask students: What were you feeling during the activity minute (e.g. anxious, excited, angry, unconcerned)? What was happening to your body (e.g. increased heart rate, sweaty palms, tense muscles)? Write the various answers in columns three and four.

8. Label the fifth column ‘D: Behaviour’ and ask those same students: What were you doing during the minute (e.g. fidgeting, looking around at friends/others, avoiding eye contact with the teacher)? Write responses in column five.

9. Label the second column ‘B: Thoughts’ and ask the same students: What was going through your mind when you were told that you might have to stand up and sing about your aspirations (e.g. ‘I’ll make a fool of myself’, ‘This is unfair’, ‘This is exciting!’, ‘I’m good at singing’)? Write responses in column two.

*You can substitute another activity for this, so long as it is likely to evoke a wide range of reactions in your students.
**DISCUSSION SUGGESTIONS**

- Highlight that a whole raft of different responses – anger, nervousness, excitement – all resulted from the one common event. Ask: What caused you all to feel and act in different ways?

- Brainstorm some thoughts that might challenge unhelpful self-talk for this activity (e.g. ‘Maybe I’ll actually come up with something good’ or ‘At least I’m not the only one, we’re all in the same boat’, etc.). Ask: What feelings might these more helpful thoughts have resulted in?

- Brainstorm some other real-life instances where people might have a variety of reactions to the same event. Try to predict the likely feelings and actions that result from various ways of thinking. Ask: Which thoughts would be helpful, and which would be unhelpful to the situation? Which thoughts would be most beneficial to the person’s overall goal (e.g. to be happy; to do a good job)?

- Brainstorm a list of events that have the potential to cause stress and anxiety about the future (e.g. sudden illness, exams, asking someone for a date, preparing for an audition or trying out for a sports team). But remember the amount of stress and anxiety you feel is linked directly to how you think about the event. This is because unhelpful thoughts have the potential to stop us setting goals, making plans, and working effectively for things in the future. So, changing the way you think is the most effective way to control your feelings and actions, and to reduce stress and anxiety.

- If any student has composed a song they’d like to share, now is a good time to do so.
Six-One-Five

ACTIVITY: ‘SIX-ONE-FIVE’

TIME: 15+ minutes
SIZE: Individuals
SPACE: Room for individuals to work
RESOURCES: Unforeseen Events Cards (p.79 or SenseAbility CD), hat/bucket, pens, paper

The aim is to have students consider their future not just in terms of career, but in terms of other important aspects of their lives.

The result should be an understanding that striving to reach a satisfying future requires consideration for many enriching aspects of life, including family and personal relationships.

1. Draw up on the board a simple table like the one below. These represent various domains in students’ lives (career, relationships, fun) at three times in the future (six months from now, one year from now, and five years from now).

<table>
<thead>
<tr>
<th>SCHOOL/WORK</th>
<th>SIX MONTHS</th>
<th>ONE YEAR</th>
<th>FIVE YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMILY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIENDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENJOYABLE/PLEASANT EVENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER (OPTIONAL: STUDENTS FILL IN A DOMAIN IMPORTANT TO THEM)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Give students five to 10 minutes to fill out each of the domains, imagining where/what they might like to be in the three different future zones. Consider encouraging class discussion while they fill out these tables.

3. Put the separated Unforeseen Events Cards in a hat/bucket, and allow students to pick one card. These include events like ‘Family member falls seriously ill’ or ‘Hand injured for three months’.

4. Have students consider how this unforeseen event might impact on their five/six domains in each of the various timeframes.

5. Commence class discussion.

DISCUSSION SUGGESTIONS

- How easy/difficult was it to fill in all the domains and future zones? Which parts were more challenging? Why was that?
- Why is it important to consider all aspects of your life – not just career – when setting goals and making plans?
- Could you relate to the Unforeseen Event you received? Have you ever had to deal with anything similar in your life? What did you do? Would you do things any differently now?
- Were there particular domains or time zones where the Unforeseen Event impacted more keenly than others? Why might that be?
- What skills are important to develop in order to help us deal with unforeseen circumstances as we pursue our goals and make plans?
- Who might be able to help us if we experience unforeseen circumstances?
### ACTION

Copy/print this sheet then, using scissors or guillotine, cut along the dotted lines to separate cards.

<table>
<thead>
<tr>
<th>Event</th>
<th>Event</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>An injury means you lose use of your dominant hand for three months</td>
<td>You win $20,000 on a scratch ticket</td>
<td>A family member falls seriously ill and you have to help care for them</td>
</tr>
<tr>
<td>You develop a serious allergy to car and diesel fumes</td>
<td>You meet the person of your dreams who wants to marry you</td>
<td>A friend moves overseas and you end up with their dog</td>
</tr>
<tr>
<td>You are offered a lucrative deal to live and work overseas</td>
<td>You break a hip skiing and have to have three operations</td>
<td>Illness means you are unable to travel by aircraft indefinitely</td>
</tr>
<tr>
<td>Your vision deteriorates making it hard to look at computers</td>
<td>You are offered a very lucrative job in a field you don’t like much</td>
<td>You cause a car accident and have to pay a huge excess</td>
</tr>
<tr>
<td>Your driver’s licence is suspended for 12 months</td>
<td>You are offered $2,000 for a poem/story/song you wrote</td>
<td>You develop an unattractive skin rash on your face for two months</td>
</tr>
<tr>
<td>A viral infection means you can’t talk for a fortnight</td>
<td>New neighbours move in and keep you awake half the night</td>
<td>You cause a car accident and have to pay a huge excess</td>
</tr>
<tr>
<td>Your family decides to move overseas</td>
<td>A good friend develops an illness and values your visits every day</td>
<td>Your best friend moves to the other side of the world</td>
</tr>
<tr>
<td>You win a dream holiday but have to drop everything and go tomorrow</td>
<td>Your house catches fire and your possessions are lost</td>
<td>Everyone encourages you to run for local council</td>
</tr>
<tr>
<td>You meet the person of your dreams who wants to marry you</td>
<td>You cause a car accident and have to pay a huge excess</td>
<td>You win a dream holiday but have to drop everything and go tomorrow</td>
</tr>
<tr>
<td>You break a hip skiing and have to have three operations</td>
<td>You are offered a very lucrative job in a field you don’t like much</td>
<td>You have a chance to make extra money with a part-time night job</td>
</tr>
<tr>
<td>You are offered $2,000 for a poem/story/song you wrote</td>
<td>New neighbours move in and keep you awake half the night</td>
<td>You look after a sick animal that you have to tend to five times a night</td>
</tr>
<tr>
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<tr>
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<td>New neighbours move in and keep you awake half the night</td>
<td>You cause a car accident and have to pay a huge excess</td>
</tr>
</tbody>
</table>
ACTIVITY: ‘TIME TRAVELLER’

TIME: 20 minutes
SIZE: Small groups
SPACE: Room for small groups to work
RESOURCES: Our Future Sheet (p.81 or SenseAbility CD), pens, paper

The aim is for students to use reasoning skills to predict how future changes might impact on their goals.

The result should be discussion about flexible thinking and perspective-taking, and their importance to a strong Sense of Future.

1. Give students one minute to write down three things they’d like to achieve in their lives – preferably from three different domains (e.g. work/career, family, social, personal relationships, community, enjoyable/plesant events). Now ask them to put these choices aside, but keep them nearby.

2. Commence a brief discussion about how our population is ‘ageing’. Use a drawing to illustrate how our population is becoming rectangulated rather than pyramidal (i.e. instead of having children as the broadest percentage of the population at the bottom of the pyramid and the elderly as the smallest at the peak, the spread between these groups is becoming even almost all the way up, like a rectangle).

3. Break the class into groups of two to four students.

4. Allow students a few minutes to discuss in their groups what rectangulation of the population might mean for them.

5. Distribute one Our Future Sheet to each group, and have every student write down what things might be like five, 10, and 20 years from now. Ask them to consider:
   - In what ways might the world be different?
   - Might some professions bloom, and others become redundant?
   - What values will be most important in our society?

6. Have students retrieve their three goals, and then discuss in their groups how those choices might fare in the futures they’ve been thinking about.

7. Come together as a class for a wider discussion.

DISCUSSION SUGGESTIONS

- Did discussion among your group give you any ideas you hadn’t considered about what the future might be like? What were they?
- Did your perceptions of your three goals change during the activity? Why/why not?
- Has the discussion made you rethink things you might like to pursue in the future? In what way?
- In one word, how would you describe the future? Why that word?
- What thinking skills will be most valuable in dealing with uncertainty in the future?
- Should uncertainty stop you setting goals? What thinking skills will help you remain hopeful about your future?
- How does optimism/pessimism affect your ability to view your future?
OUR FUTURE

WHAT MIGHT OUR WORLD BE LIKE IN 5 YEARS’ TIME?

 WHAT MIGHT OUR WORLD BE LIKE IN 10 YEARS’ TIME?

 WHAT MIGHT OUR WORLD BE LIKE IN 20 YEARS’ TIME?

 HOW MIGHT YOUR 3 GOALS FARE?

1................................. 2................................. 3.................................
5 yrs ........................................... ........................................... ...........................................
10 yrs ........................................... ........................................... ...........................................
20 yrs ........................................... ........................................... ...........................................

WHAT MIGHT BE SOME ALTERNATIVE GOALS? WHY MIGHT THESE WORK BETTER?

................................................................. .................................................................
................................................................. .................................................................
................................................................. .................................................................
**ACTIVITY: ‘UNPLANNED PLAN’**

TIME: 20+ minutes  
SIZE: Individuals or pairs  
SPACE: No special requirements  
RESOURCES: Goal Cards (p.83 or SenseAbility CD), hat/bucket, pens, paper

**The aim** is for students to create a plan to achieve a goal.  
**The result** should be an understanding of the kind of thinking skills that are required for goal setting and planning in order to bolster a Sense of Future.

1. Every student/pair of students pulls from the hat/bucket a Goal Card. This will have a goal that might take some years, or the completion of significant tasks, to achieve.

2. Students/pairs have 15 minutes to work out 10 steps – milestones, if you like – that they would need to achieve to get them from where they are today to attaining the goal on their card.

3. At the end of the 15 minutes, have students/pairs share their plans with the rest of the class if they are happy to do so.

**DISCUSSION SUGGESTIONS**

- Did you relate to the goal you received? Why/why not?

- How easy or difficult was it to imagine yourself pursuing this goal? What new thinking skills did you find yourself using?

- What steps did you implement? Were some of these surprising? Did you find yourself confronted with choices that you had to make in this stepping-stone process?

- Could you achieve the goal on your card without making a plan? Would it be easier or harder? Why/why not?

- What useful things have you learned from this activity that you might be able to apply in your own life?
ACTION
Copy/print this sheet and cut along the dotted lines using scissors or guillotine to separate cards.

<table>
<thead>
<tr>
<th>Become a veterinarian</th>
<th>Become a concert pianist</th>
<th>Own a vineyard</th>
<th>Open a music school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a sports car</td>
<td>Exhibit your own photographs</td>
<td>Start a family</td>
<td>Enter state politics</td>
</tr>
<tr>
<td>Become an expert fish breeder</td>
<td>Become a ticketed carpenter</td>
<td>Open a recording studio</td>
<td>Open a specialty tea shop</td>
</tr>
<tr>
<td>Work as a furniture designer</td>
<td>Get your pilot’s license</td>
<td>Become a personal trainer</td>
<td>Get a reclusive celebrity’s autograph</td>
</tr>
<tr>
<td>Open a restaurant</td>
<td>Build your own house</td>
<td>Open a custom motorbike shop</td>
<td>Win the New York Marathon</td>
</tr>
<tr>
<td>Become a charity worker in Africa</td>
<td>Work as a financier</td>
<td>Become financially independent</td>
<td>Gain a Doctorate (PhD)</td>
</tr>
<tr>
<td>Open a successful health resort</td>
<td>Own your own taxi licence</td>
<td>Invent a popular new beverage</td>
<td>Own and operate your own boat</td>
</tr>
<tr>
<td>Make money from base-jumping</td>
<td>Become a TV news presenter</td>
<td>Head a world charity organisation</td>
<td>Make your neighbourhood safer</td>
</tr>
</tbody>
</table>
Wheat & Chaff

ACTIVITY: ‘WHEAT & CHAFF’

TIME: 25+ minutes  
SIZE: Individuals  
SPACE: No special requirements  
RESOURCES: Scenarios Sheet, Blank Timetable, and Unexpected Circumstances Sheet (pp. 85–87 or SenseAbility CD)

The aim is to allow students to exercise planning and prioritising skills. 
The result should be an appreciation that planning and prioritising tasks can help enhance feelings of hopefulness about the future by making goals seem more achievable.

1. Each student receives one of the three scenarios provided on the Scenarios Sheet. These fictional accounts describe the upcoming week faced by three different secondary-school students, summarising their school, home, and leisure commitments and desires.

2. Give each student a Blank Timetable.

3. Students have 15 minutes to create a schedule that will allow their fictional student to meet commitments. This exercise will require prioritising, compromising, and decision making. Start the clock.

4. After eight or so minutes, give each student the appropriate Unexpected Circumstance from the sheet provided. These detail unforeseen events that will throw their fictional student’s plans out of whack.

5. Your students now have the remaining time to accommodate the Unexpected Circumstance and make their schedule work as well as possible.

6. At the end of 15 minutes, stop the clock and commence class discussion.

DISCUSSION SUGGESTIONS

• Did you find the process of itemising the weekly commitments easy or hard? Was it useful to think of everything in terms of hours?

• What were you thinking and feeling before you received the Unexpected Circumstance? What were you thinking and feeling AFTER you received it? What were you saying to yourself? Were those thoughts helpful or unhelpful?

• What compromises did you make on behalf of your fictional student? Was making those choices difficult? What criteria did you use to make those decisions?

• What is the point of making plans if they can be upset by something unforeseeable? Is there value in NOT having a plan?

• Have you ever been in a situation where things seemed to be going to plan until an unexpected event derailed things? What happened? What was your reaction? What did you do to cope? Would you do anything differently if you could?

• What skills did you learn through this activity that you might be able to apply in your day-to-day life?
**Aidan** is a pretty good student and has his eye on going to Uni after high school to study Environmental Science. He loves the water and plays waterpolo in the school's senior boys' team. He works in a pool shop twice a week, which is handy because he’s saving for a beach camping holiday this Christmas. School definitely seems harder this year than any time in the past, and Aidan finds he needs at least an hour or more every weekend and a few hours every weekend just to stay on top of the material, let alone rehearse for the play he’s going to be in! A Geography assignment is due next week that also needs attention. Mum has been gently hassling him to help clean out the garage, but Aidan keeps putting that off. His friend Dean is dead keen for some mountain biking this weekend.

**Kayla** is pretty happy with how things are going, but she wishes she knew what she will do when she finishes high school! She’s pretty good at most subjects (except Maths!), which her mum says is very important. Kayla likes clothes (her mum owns her own boutique, and the offer to work there is ever-present). But both Kayla and her mum know she’ll want to do more study. Maybe art college? Kayla loves painting, and wants her latest assignment to knock people’s socks off. She is also a pretty good ballroom dancer – that and her running keeps her fit and happy. But dancing is a tough career ... Kayla has two or three close friends, but knows they don’t invite her to as many things now she’s become so busy. But she should be able to catch up with them all this Sunday!

**Chelsea** knows exactly what she wants from life: for the band she fronts *Dark Dahlias* to conquer the world! Or at least attract a record label. In the meantime, she knows her parents are right and she should try and get some good school marks behind her. While guitar is her instrument, she also plays piano in the school band and regards this as useful practice. While music comes easily to her, no other subjects do and she knows she needs to study harder. She’s let her book review for English slide and it’s due next Monday! She’s also let her fitness slide, and is determined to start at least walking this week, half an hour a day. She likes work at the music shop, the people are cool and she is saving for a new Washburn electric there that will kill! She enjoys late night SBS TV, when her mum lets her!

**OBLIGATIONS & DESIRES**

**School:** Attendance weekdays 9am – 3pm  
**Homework:** Daily, 1.5 hours bare minimum  
**Drama Rehearsals:** Mon 3–5pm, Wed 3–5pm, Sat 9am – 12pm  
**Geography Project:** 3 hours required  
**Waterpolo:** Training Tue 6:30–8am, Thu 6:30–8:30am  
Match: Saturday 11am – 1pm  
**Daily:** Meals, showers, sleep, family  
**Work:** Pool shop Thu 4–9pm, Sun 8am – 12:30pm  
**Mountain biking:** Sunday afternoon  
**TV:** News (nightly), sci-fi show Wed 8:30–9:30pm  
**World of Warcraft:** Whenever possible!

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**OBLIGATIONS & DESIRES**

**School:** Attendance weekdays 9am – 3pm  
**Homework:** Daily, 2 hours  
**Math tutor:** Tue 4–5:30pm, Thu 4–5:30pm  
**Art project:** Due Friday, 6 hours required?  
**Dance:** Classes Mon 7–9pm, Thu 7–9pm  
Social comp: Saturday 7–10pm  
**Daily:** Meals, showers, sleep, family  
**Work:** Mum’s shop all day Saturday  
**Running:** Every day if possible, 30 minutes  
**Friends:** After school, Sunday arvo movie and shopping?  
**TV:** SBS 8:30pm – late  
**Real Band Practice:** Whenever possible!  
**Reading:** Biography of Bob Dylan, 30 minutes daily  
**Song Writing:** Late at night
ACTION

Copy/print this sheet, one per student.

<table>
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<th>Sun</th>
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ACTION
Copy/print one copy for every three students. Using scissors or guillotine, cut along the dotted lines to separate the Unexpected Circumstances.

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Aidan’s Unexpected Circumstance

Two things happen in the same week: one good and one not so good.

Aidan’s waterpolo coach has told him that there is a tryout for a vacant spot on the State U19 team, and he’s put Aidan’s name forward. The tryout is Thursday afternoon at 5pm.

The bad news is that the husband of Mrs Kryer (the pool shop owner) is really ill, and she has virtually begged Aidan to help her out by running the shop by himself this Thursday night AND to open it Saturday! She’s been a great boss and he knows she can’t help her husband being sick, but it will mean missing both the tryout and the match! Would Mrs Kryer cut his hours (or worse, fire him!) if he didn’t help her out?

---

Kayla’s Unexpected Circumstance

Kayla has no one to blame for this but herself, and she knows it. Marissa asked her today how her Ancient History assignment (due next Monday) is going. Kayla had forgotten all about it! It’s going to require heaps of research, maybe four hours or so, and another three at least to write it up.

To make things worse, there’s a problem with the modem at home (the new one won’t arrive till next week) so she’s going to have to do the research either at the school library or the council library.

Mum won’t cut her any slack and still expects her at the shop on Saturday, and there’s no way she’s going to Mr Bansal and asking for an extension – she knows she doesn’t deserve one.

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Chelsea’s Unexpected Circumstance

Brilliant, Justin. Chelsea’s little brother Justin cleverly broke his arm in three places skateboarding and needs some pins put in (they should use his stupid head: it’s a pin!). Dad is interstate right now on business, and Mum has to go up to the hospital every evening to see him. That means from five in the afternoon till nearly eight at night, Chelsea has to feed and look after herself and her nine year-old sister Olivia. She should still be able to get band practice in (Liv can wait around in the school hall with the band) but there’s no chance of getting any study done before Mum gets home. She’s going to have to cancel work this Thursday. Where she’s going to find the time to do her English assignment – let alone Dark Dahlias jamming! – is a mystery.
ACTIVITY: ‘WHY THEM?’

TIME: 20+ minutes
SIZE: Small groups
SPACE: For small groups to sit in circles
RESOURCES: Paper, pens

The aim is for students to consider how effective/contented people set goals and work toward their futures.
The result should be an appreciation of the importance of goal setting and flexible thinking in relation to developing a strong Sense of Future.

1. Break the class into small groups of three to five students. Have these groups sit in circles.
2. Ask groups to decide on a well-known person who has achieved/is achieving/is working towards something significant. The person might be historical or contemporary, and could be prominent in industries such as social work, the arts, entertainment, business, education, sport, etc. It is important that everyone in the group know of the person.
3. Give groups a few minutes to discuss the person they have selected. Where were they born? What was their upbringing like? When did they embark on their journey? What obstacles did they face? How did personal relationships affect/inspire/support the journey?
4. Now give groups five minutes to brainstorm a list of 10 qualities that help sum up their subject’s character, particularly in regards to their ability to achieve their goal.
5. Have a spokesperson from each group summarise for the wider class the group’s findings and list of 10 qualities. Consider writing a master list of these qualities on the board.
6. Commence discussion.

DISCUSSION SUGGESTIONS

• What common qualities did you find among the subjects chosen?
• Were these qualities dependent on the subjects’ backgrounds or schooling? Did they reflect the values held by the subjects?
• How important was goal setting to the subjects?
• How important were planning skills to the subjects?
• Do you think the subjects would still be contented/successful/rewarded had they not been able to achieve their goals for some reason? What else might they have done?
• Which skills possessed by the subjects do you have? Which do you admire? Which can you work on?
ACTIVITY: ‘YOU KNOW WHAT I LIKE?’

TIME: 15+ minutes  
SIZE: Large groups/whole of class  
SPACE: For pairs to perform at front of room  
RESOURCES: Style Cards (p.90 or SenseAbility CD), hat/bucket, pens, paper

The aim is for students to use perspective-taking and forward-thinking skills to consider enjoyable aspects of their lives.  
The result should be class discussion about ways we all can remain hopeful while trying to reach our goals.

1. Students take a few minutes to privately consider things that give them a strong sense of satisfaction or enjoyment – anything from getting a good grade or finishing a race, to spending time with family or hanging with friends.

2. Have them write a numbered list of five of those things, in no particular order.

3. Select an initial two students to form a pair and bring their lists to the front. Explain that they are to conduct a casual conversation where each covers all five points on their list. However, they have to conduct the conversation in a certain style, which is determined by the Style Card they draw from a hat/bucket (e.g. in the style of a detective and prisoner on a train, or two crash survivors crossing a desert). It is up to you whether students read out their Style Card before commencing, or whether the audience should guess the style after each piece.

4. Performances should be limited to a minute or so. Try to allow everyone to get a chance to perform up front.

5. Once everyone who is comfortable having a go has been up front, commence discussion.

DISCUSSION SUGGESTIONS

• Was it easy to think up a list of five things that give you satisfaction or enjoyment? What should people do who cannot think of anything satisfying or enjoyable? Who should they seek help from?

• Did your five items seem any more or any less relevant in the context of the performance? Why might small things seem important even in the direst of circumstances?

• How do you think you would feel about your future if you actually were in the role you were playing? What would you do to make sure you undertake the enjoyable things on your list?

• What can you do today to achieve the five things on your list (e.g. schedule enjoyable/pleasant events into your weekly calendar)?

• Why is it important to remain hopeful even in challenging circumstances? What thinking skills are important to maintaining your feelings of hopefulness?
ACTION
Copy/print this sheet then, using scissors or guillotine, cut along the dotted lines to separate cards.

IN THE STYLE OF
two air crash survivors crossing a desert

IN THE STYLE OF
two bank robbers breaking into a vault

IN THE STYLE OF
a hangman escorting a prisoner to the gallows

IN THE STYLE OF
the prime ministers of two adversarial countries

IN THE STYLE OF
a car salesman and a potential customer

IN THE STYLE OF
a pirate captain and a captive about to walk the plank

IN THE STYLE OF
a waiter and a hungry customer

IN THE STYLE OF
two gravediggers en route to the gravesite

IN THE STYLE OF
a detective and a handcuffed prisoner travelling on a train

IN THE STYLE OF
two contestants vying for one major prize

IN THE STYLE OF
a surgeon and a patient

IN THE STYLE OF
two castaways on a deserted island

IN THE STYLE OF
two interviewees for the same prized position

IN THE STYLE OF
a logger and an environmentalist
Research Support

for SenseAbility and Sense of Future

The SenseAbility Suite takes a positive skill-building approach which aims to enhance or encourage good mental health, emotional wellbeing, and resilience in young people. The program is grounded in evidence-based cognitive-behavioural principles that regard thoughts as central in influencing our feelings and consequent behaviour. Assisting young people to develop skills in monitoring and challenging unhelpful thoughts is, therefore, a core component of the program. In addition, the series draws on the positive psychology literature and takes a strength-based approach that removes the focus from ‘defects’ and ‘deficits’ and focuses instead on the inherent qualities and skills that can be capitalised on. To read more about the research evidence for the importance of cognitive elements and positive psychology in mental health and emotional wellbeing, see the references listed below.

SenseAbility is also supported by a range of literature and research that attests to the role of the six senses – Self-worth, Control, Belonging, Purpose, Future and Humour – as fundamental to building emotional wellbeing and resilience. Supporting young people to build or enhance these senses may be more important now than ever before. As Eckersley recently wrote, ‘while young people are materially better off . . . social and cultural changes have made it harder for them to develop a strong sense of identity, purpose, belonging and security: in short, to feel life is deeply meaningful and worthwhile’ (Eckersley, 2008, p.5).

Like the other Senses, Sense of Future plays an important role in good mental health and wellbeing. A strong Sense of Future has been associated with more positive wellbeing (Sohl & Moyer, 2009), educational outcomes (Hass & Graydon, 2009; Snyder et al., 1991), and psychological adjustment (Seginer, 2009; Snyder et al., 1991). A small sample of research articles supporting the importance of Sense of Future is listed below. For those who would like to read more on the evidence supporting the other Senses, please see the individual Sense Modules.

<table>
<thead>
<tr>
<th>Literature and research on cognitive-behavioural principles</th>
<th>References</th>
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<tbody>
<tr>
<td>A negative cognitive triad (negative view of the self, the world, and the future) is proposed to explain the development of depression and other mental health problems. Distorted or dysfunctional thinking is common to all psychological disturbance.</td>
<td>Beck, 1964, 1976, 1991</td>
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<tr>
<td>Adolescents with negative cognitions about themselves, their world, or the future were more vulnerable to depression.</td>
<td>Jaycox, Reivich, Gillham, &amp; Seligman, 1994</td>
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</tbody>
</table>

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<tr>
<th>Literature and research on positive psychology</th>
<th>References</th>
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<tr>
<td>A collection of individual papers that cover many broad areas on topics such as identifying strengths and subjective wellbeing.</td>
<td>Snyder &amp; Lopez, 2005</td>
</tr>
<tr>
<td>An introduction to the area of positive psychology. An evaluation of interventions in positive psychology.</td>
<td>Seligman et al., 2000, 2005</td>
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<tr>
<th>Literature and research on Sense of Future</th>
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<tr>
<td>An unrealistic, negative attitude toward the future has been found to be associated with depression. Hopelessness is also more predictive of suicidal intent than depression.</td>
<td>Beck, Weissman, Lester, &amp; Trexler, 1974</td>
</tr>
<tr>
<td>Optimism (an overall expectancy that the future will work out favourably) is associated with effective motivational strategies and contributes to happiness and success in life.</td>
<td>Burnette, 2007</td>
</tr>
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<td>Optimism is related to indicators of better physical health, more persistence in educational efforts, and better subjective wellbeing in times of adversity.</td>
<td>Carver, Scheier, &amp; Segerstrom, 2010</td>
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<td>Optimism in middle-aged adults was found to be associated with life satisfaction and was protective against depression.</td>
<td>Chang &amp; Sanna, 2001</td>
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<td>Having a strong Sense of Future and goals were linked to completion of post-secondary education in foster youth.</td>
<td>Hass &amp; Graydon, 2009</td>
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<td>Adolescents’ future orientation influences capacity for intimacy, outcomes at school, and adjustment into adult life.</td>
<td>Seginer, 2009</td>
</tr>
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<td>Hope (comprising the willpower to reach goals as well as the ability to develop multiple ways to obtain them) has been associated with academic success, athletic performance, psychological adjustment, and physical health in students.</td>
<td>Snyder et al., 1991</td>
</tr>
<tr>
<td>In a study of 281 university undergraduates, a strong sense of optimism and positively-focused striving for goals were strongly predictive of wellbeing, whereas preventive coping (focusing on preventing negative events) was not linked with wellbeing.</td>
<td>Sohl &amp; Moyer, 2009</td>
</tr>
<tr>
<td>Positive expectations for the future are a protective factor for sex risk behaviour and are associated with fewer sex partners among homeless youth.</td>
<td>Tevendale, Lightfoot, &amp; Slocum, 2009</td>
</tr>
</tbody>
</table>

Suggested reading

Reference List

SenseAbility and Sense of Future


