Sense of Purpose

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

SenseAbility Suite
# Sense of Purpose – Contents

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ACTIVITIES & RESOURCES

Sense of Purpose Hand-out
A-B-C-D Model – Sense of Purpose
  Blank A-B-C-D Model
Can We Fix This?
Compose a Poem
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Heart of the Home
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I’ll Cope
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Reference List
Welcome to Sense of Purpose 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>
</tr>
</thead>
<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>
</tbody>
</table>
A Sense of Purpose (or sense of meaning) is sometimes difficult to define because it differs for each of us. Generally, though, a Sense of Purpose reflects personal beliefs about what is important to us, and our reason for living; it is our personal code for behaviour; it is the motivation that drives us toward finding meaning, satisfaction and enjoyment in the present, and to look forward to our future. A Sense of Purpose is one of the key reasons we do the things we do, especially as we get older and begin careers, take on family responsibilities, become involved in our community, and come to recognise the values we regard as essential to ourselves.

A Sense of Purpose helps us to focus on our own values and beliefs, and to live our life in a way that is consistent with these values. This might include things like being a good friend, supporting family members, helping other people, keeping healthy, improving the community, or experiencing the world by travelling to different countries.

A Sense of Purpose can heighten our enjoyment of activities and successes – think how much better it feels to succeed at something we’ve worked hard for, rather than just ‘lucking into’ a win. Very importantly, a healthy Sense of Purpose can help get us through tough times when things don’t go as we’d hope.

Our Sense of Purpose is shaped partly by what we value (e.g. fairness, honesty, respect, family, camaraderie, good health) and partly by what we enjoy (e.g. comfort, nature, laughter, art, sport). In this respect, everyone’s Sense of Purpose in life is quite unique: some of us focus on careers; some of us focus on being a good family member or friend; some of us focus on looking after our bodies, enriching our minds or creating new things; some of us focus on making life better for others. Some people have a strong Sense of Purpose from an early age; for others, Sense of Purpose only takes shape as they get older and experience new things. And a Sense of Purpose isn’t always static – it can change in response to things that happen and to people that we meet. One thing is certain, though: having a strong Sense of Purpose helps each of us get much more out of life.

Goals of this Module

This module aims to convey the important role that a strong Sense of Purpose plays in everyone’s emotional wellbeing.

A healthy and realistic Sense of Purpose can help us make sense of events that we experience. It can greatly enhance feelings of accomplishment when we reach goals. It helps give meaning to events in the present, and to give hope for the future. It can help us to prioritise and choose where to apply our time and energy. Even if our goals aren’t yet easily defined, a Sense of Purpose can help steer us toward situations where specific goals might become clearer.

This module should also highlight how important a Sense of Purpose is when weathering challenging events. Without a Sense of Purpose, we can lose perspective about the value of things like family, friendships, our community, and material possessions, thereby exposing ourselves to feelings of dissatisfaction and other emotional problems.

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

- the things that give their lives meaning
- the satisfaction that comes from striving for, and achieving, goals
- how Sense of Purpose helps them weather challenging events
- how Sense of Purpose can change as they develop and grow.
Here are the seven key goals of this Sense of Purpose 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 Purpose.
2. **UNDERSTAND** what a Sense of Purpose provides them with.
3. **IDENTIFY** the key features of Sense of Purpose.
4. **IDENTIFY** aspects of Sense of Purpose within themselves and how important the sense is in their own lives.
5. **RECOGNISE** how strong their own Sense of Purpose 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 Purpose in real life.

In your final session, it is important that you revisit these seven key goals to ensure that your students have met them.

### Sense of Purpose: Main Themes

<table>
<thead>
<tr>
<th>Sense</th>
<th>Definition</th>
<th>Themes</th>
</tr>
</thead>
</table>
| **Purpose** | 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. | 1. Goals & Planning  
2. Drive & Determination  
3. Dealing with Uncertainty  
4. Values |

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

1. **Goals and Planning** – A Sense of Purpose helps spur us to organise our life in such a way that we are more likely to achieve the things that give us satisfaction and give our life meaning. Put simply, if we want something, we are more likely to get it if we are prepared to save, sacrifice, and work for it – and this preparation involves setting achievable goals and developing realistic plans for achieving those milestones.

2. **Drive and Determination** – Like the Sense of Purpose itself, drive and determination vary from person to person, and often within individuals from day-to-day. It is affected by our values and beliefs, the achievability of goals, the scope of the reward, the skills of the individual, the nature of successes and failures we enjoy or endure, and (very importantly) how we think about themselves and those events.

3. **Dealing with Uncertainty** – Nothing in life is certain. Having a healthy Sense of Purpose helps us to deal effectively with circumstances that we don’t anticipate – both bad and good. For instance, studies can be derailed by sudden illness; plans to work overseas can be jeopardised by meeting and falling in love with someone special. Having a healthy Sense of Purpose helps us to weigh these unknowable events against the things we value, cherish, enjoy, and aspire to.

4. **Values** – Many of the things that we enjoy and find rewarding in life are reflections of the values that we personally hold. Spiritual beliefs, work ethics, relationships, community standards, our ‘world view’, and physical and emotional pleasures all feed, and are fed by, our personal values. So, moral codes like fairness, honesty, and respect all play a part in shaping our individual Sense of Purpose.

If you want to select activities by theme, you can do so easily using the Classroom Activities Guide (p.51).
Sense of Purpose – 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 Model (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, while 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 doesn’t get picked for the school volleyball team.</td>
<td>Volleyball is everything! My life is over.</td>
<td>DEVASTATED</td>
<td>Joanne resolves never to play volleyball again.</td>
</tr>
<tr>
<td>Joanne doesn’t get picked for the school volleyball team.</td>
<td>That’s so disappointing – there must be reasons I wasn’t chosen.</td>
<td>A BIT</td>
<td>Joanne joins a social volleyball team to improve her skills.</td>
</tr>
</tbody>
</table>

**Important Concepts**

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 ‘Compose a Poem’ (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 ‘Compose a Poem’ 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.76), 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 contains some activities that aim to help students identify and exercise some Essential Skills that are particularly important to a Sense of Purpose, including:

- helpful self-talk/challenging unhelpful self-talk (see below)
- making choices
- setting realistic expectations
- problem-solving
- 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 Purpose. 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 Purpose:

<table>
<thead>
<tr>
<th>Unhelpful Self-talk</th>
<th>Helpful Self-talk Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I DON'T HAVE ANYTHING TO OFFER</td>
<td>I DO HAVE SOMETHING TO CONTRIBUTE, EVEN IF IT'S SMALL.</td>
</tr>
<tr>
<td>EVERYTHING SEEMS POINTLESS</td>
<td>I AM CAPABLE OF THINGS THAT WILL MAKE A DIFFERENCE.</td>
</tr>
<tr>
<td>I HAVE NO IDEA WHERE I'M GOING IN LIFE</td>
<td>LIFE HAS A LOT OF INTERESTING THINGS IN IT.</td>
</tr>
<tr>
<td></td>
<td>SOMETIMES LIFE CAN BE CHALLENGING, BUT I'LL STILL KEEP WORKING TOWARDS MY GOALS.</td>
</tr>
<tr>
<td></td>
<td>THAT'S OKAY, I CAN STILL ENJOY THE JOURNEY AND LOOK FOR OPPORTUNITIES ON THE WAY.</td>
</tr>
</tbody>
</table>

Don't forget: if you think your students would benefit from more in-depth work on self-talk and challenging unhelpful thoughts, they can be explored further using the Helpful Thinking & Self-talk section of the Essential Skills Module.
Elements in this Module

1. **ACTIVITY DELIVERY** (p.9)
2. **SETTING THE SCENE** (p.10)
3. **DELIVERY OPTIONS & FLOWCHART** (p.11)
4. **CLASSROOM ACTIVITIES** – Activities designed to let students experience thoughts or feelings that are often associated with Sense of Purpose. These activities are suggestions only, and you should feel free to create or find your own activities to spark fruitful discussion or deliver helpful information about Sense of Purpose. All activities are itemised on the Classroom Activities Guide (p.51) and are also included in the Activities & Resources section (commencing p.55).
5. **REAL-LIFE APPLICATIONS** – Activities that give students the opportunity to apply what they have learned to life outside the classroom. These applications allow students to see the relevance of Sense of Purpose in their own lives, and also to experience applying the Sense in activities that are meaningful to them. They are summarised on p.50.
6. **SUGGESTED TEXTS, FILMS & TV PROGRAMS** – These are suggestions for books, plays, films and TV programs that you can use as a basis for discussion. They are suggestions only, and you are encouraged to substitute them with other references that you think are more suitable to your students’ needs and their current curriculum streams. They are summarised on p.48 and p.49.
7. **RESOURCES** – Either simple, readily accessible props (e.g. playing cards, drinking straws, sports mats), or printable/photocopiable pages (e.g. cue cards, quiz sheets, templates). The latter are included as photocopiable pages in the Activities & Resources section at the end of this module, and in PDF on the SenseAbility CD.
8. **SENSEABILITY CD** – Contains Activities & Resources in PDF
9. **SENSE OF PURPOSE HAND-OUT** – A photocopiable page in the Activities & Resources section (p.57) and in PDF on the SenseAbility CD.
10. **JOURNAL** – Two complimentary A5-size student journals – with blank and lined pages – are included with the SenseAbility Suite. If your school wishes to order more of these for your students, visit www.beyondblue.org.au/senseability for details.

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 Purpose. 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.

**PURPOSE IN THE CLASS AND SCHOOL**
Some students may not see much meaning in their life, but meaning and purpose can often be gained even through small, simple things. Responsibility for a pet, helping you (the teacher) hand things out, and being asked questions they are comfortable answering can all help certain students find meaning in the school day. Look for opportunities to remind students that they are having an impact even with humble achievements, and that these have meaning. Also, seek to raise awareness that even if opportunities don’t arise as we’d like or hope, meaning can endure and help open the door to new possibilities.
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.

**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. Have 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 hitting it up with one hand while they inflate the Number 2 balloon and tie it off, then 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 to let students 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 strategies did successful players (i.e. those who got the most balloons inflated and/or kept them off the ground the longest) employ? Did these involve overcoming instinctive emotional reactions and using thinking skills? If so, what were they?
- 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.

**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.
**SETTING THE SCENE**

**SENSE OF PURPOSE** is the motivation that drives you toward a satisfying life. Sense of Purpose (or meaning) also helps you get the most from the things you do and achieve – large and small – right now. It is shaped by things you believe in and value: your own personal code of behaviour.

**FOR TEACHERS**

- Look for opportunities to remind students that they are having a positive impact even with humble achievements.
- Raise awareness in students that while events often don’t work out as we’d like or hope, having a Sense of Purpose can help us endure, as well as open the door to new possibilities.
- Provide opportunities for students to develop a Sense of Purpose, perhaps by interactions with the wider community (e.g. visiting aged-care facilities).
- Remember that purpose and meaning can often be gained even through, simple things (such as having a responsibility for a pet or small daily tasks).

**MESSAGES FOR STUDENTS**

- Sense of Purpose helps us set and focus on goals, both short-term (like getting homework done, looking after your brother or sister in the afternoons, doing your best at soccer practice), and long-term (starting an apprenticeship or a family, getting into Uni, or travelling or working interstate or overseas).
- Sense of Purpose reflects the qualities we respect in others and in ourselves (such as justice, honesty, respect, or fairness).
- Sense of Purpose is shaped by things you believe in and value. These can include things like being a good friend, helping others, looking after your family, improving the community, staying healthy, spiritual beliefs, and being curious about the world.
- Sense of Purpose can change as we change, as we confront obstacles, meet new people, and experience life. It doesn’t matter if you don’t know what you want to be or do in life – you can still have a healthy Sense of Purpose.

**ACTIONS THAT MIGHT HELP STRENGTHEN YOUR SENSE OF PURPOSE**

- Think about the things – even small things – that you do that make a difference to other people's lives (e.g. phoning a grandparent to say ‘hello’).
- Take over caring for a pet or a garden.
While it is up to you how you deliver Sense of Purpose, 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.

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**START: Read this Module fully**

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

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

**Session 2** (p.23)
- Classroom Activity
- Text- or Film/TV-based Discussion
- Review Progress of Real-life Application

**Session 3** (p.27)
(PARTS A, B, C & D)
- Classroom Activity (A)
- Review Outcomes of Real-life Application (B)
- Review of Understanding (C)
- Distribute Hand-out (D)

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

**Session 2** (p.23)
- Classroom Activity
- Text- or Film/TV-based Discussion
- Review Progress of Real-life Application

**Session 3** (p.27)
(PARTS A, E & F only)
- Classroom Activity (A)
- Classroom Activity (E)
- Review Progress of Real-life Application (F)

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**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.51) will assist.

- Suggested Texts p.48
- Suggested Films & TV p.49
- Real-life Applications p.50
- Classroom Activities Guide p.51

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

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**Final Review Session**
- Review Outcomes of Real-life Application
- Review of Understanding
- Distribute Hand-out

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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
Foundation Session

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
   (5–10 minutes)
B. Introduce Sense of Purpose
   (10 minutes)
C. Personal Reflection
   (15–20 minutes)
D. Introduce Real-life Application
   (5+ minutes)
LIST STUDENTS’ RESPONSES

6. On the board, draw up a five-column table. Label the first column ‘A: Event’ and write beneath it the only entry for that column: ‘Asked to recite own poem in front of the class’.

<table>
<thead>
<tr>
<th>A: Event</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ASKED TO RECITE OWN POEM IN FRONT OF THE CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Label the third and fourth columns ‘Emotions’ and ‘Bodily Symptoms’ under the broader title ‘C: Feelings’. Ask students: What were you feeling during the preparation time (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.

* You can substitute another activity for this, so long as it is likely to evoke a wide range of reactions in your students.
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 compose a poem (e.g. ‘I’ll make a fool of myself’, ‘This is unfair’, ‘This is exciting!’, ‘I’ll die of embarrassment’, ‘I’m good at poetry’)? Write responses in column two.

**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 RECITE OWN POEM IN FRONT OF THE CLASS</td>
<td>I’LL MAKE A FOOL OF MYSELF</td>
<td>ANXIOUS EMBARRASSED</td>
<td>SWEATY CHURNING</td>
</tr>
<tr>
<td></td>
<td>DON’T PICK ME!</td>
<td>APPREHENSIVE</td>
<td>PALE KNOTTED STOMACH</td>
</tr>
<tr>
<td></td>
<td>THIS IS STUPID/UNFAIR</td>
<td>ANGRY ANNOYED</td>
<td>FLUSHED CLENCHED JAW</td>
</tr>
<tr>
<td></td>
<td>I’M GOOD AT POETRY</td>
<td>CALM A BIT EXCITED</td>
<td>LOOK TO FRIENDS FIDGET</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LOOK DOWN AVOID TEACHER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GLARE AT TEACHER PROTEST</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WORK ON POEM PREPARATION</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 student’s 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. What caused you all to feel and act in different ways was how you each thought about the event.
- 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’). 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. Which thoughts would be helpful and which would be unhelpful to the situation? Which thoughts would most beneficial to the person’s overall goal (e.g. to be happy, to do a good job)?
- Quickly brainstorm a list of events that have the potential for you to feel stressed and may deter you from persisting (e.g. stumbling in front of peers, asking someone for a date, 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. So, changing the way you think is the most effective way to control your feelings and actions, and thus reduce stress and anxiety. Unhelpful thoughts have the potential to stop us finding things that give meaning to our life, or prevent us coping with life challenges that might threaten our current or future plans.
- If any student has composed a poem they would like to share now is a good time to do so.
If you have already delivered ‘Compose a Poem’ or similar with another Sense module (e.g. ‘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 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 the options below, you can use the discussion points included with the core activity ‘Compose a Poem’.

OPTION 1
Classroom Activity ‘Noise in the Night’ is included in the Activities & Resources section (p.76). 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 reactions and consequent actions.

OPTION 2
A Blank A-B-C-D Model is supplied in the Activities & Resources section (p.59). You can brainstorm with students various stimulus events pertinent to Sense of Purpose (e.g. failing to get a desired part-time job) then have students, together or individually, draw in the remaining cartoon sections of the model. Follow this with class discussion about the value of challenging unhelpful thoughts.

B. Introduce Sense of Purpose

WHAT IS SENSE OF PURPOSE?

Explain that Sense of Purpose is the motivation that helps drive each of us toward a satisfying future and that assists us to find meaning in, and to enjoy, even small activities in the present.

Consider a quick brainstorming session where students must come up with a list of things that give their lives value and meaning (e.g. one starting with each letter of the alphabet).

KEY FEATURES

Having a Sense of Purpose means that you:

• can find pleasure in simple things that are important to you and enjoy your successes
• are motivated to set goals, and to aim to achieve things in your life
• keep on trying when things get difficult
• see meaning in things around you and in the things you strive for
• understand the need to prioritise and make realistic plans
• understand that the things you find most meaningful in life are individual and can alter as you age and change.

WHAT IT PROVIDES

• Meaning in the present, and hope for future possibilities.
• Drive toward achieving goals, and assistance in making plans to meet them.
• An enhanced resilience to unforeseen events and changes in fortune.
• Enhanced satisfaction from striving for, and achieving, desirable outcomes.
• Protection against emotional problems, including depression.
DISCUSSION SUGGESTIONS

- How do you think you could spot a person with a strong Sense of Purpose? What characteristics might you look for?

- How might you identify a person struggling with their Sense of Purpose?

- List some goals/aspirations that some people your age may have. (NB: ensure you list not just career and school goals, but also family, community, spiritual, health, and relationship goals.) What might be some obstacles to these goals? What might be some ways to overcome these obstacles?

- In what ways does our Sense of Purpose reflect the values we hold?

- Brainstorm a list of influential people in various fields and discuss how important Sense of Purpose might have been to them (e.g. Mother Teresa of Calcutta, Professor Ian Frazer, Janusz Korczak, Sir Richard Branson). What challenges did/might they have faced on their journeys? Did those challenges weaken or strengthen their Sense of Purpose?

C. Personal Reflection

**TASK: Mapping Meaning in Your Life**

This activity provides a way for students to consider the things that they value and which add purpose to their lives in four different domains: Family life, School life, Work life, and Social life. It also provides a chance for them to think about what they would like to achieve in those four domains in the next few months or years. Goals might be something as ambitious as making a state sports team, things that have value for them now might be as simple as riding a bike and feeling the breeze on their face.
A blank Map of Values might look a bit like this:

<table>
<thead>
<tr>
<th>FAMILY/PERSONAL</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value Now</td>
<td>Goals in Six Months</td>
</tr>
<tr>
<td>WORK/CAREER</td>
<td>SOCIAL (Friends/Community)</td>
</tr>
<tr>
<td>Value Now</td>
<td>Goals in six Months</td>
</tr>
</tbody>
</table>

Here are some ‘seed’ topics that you might like to bring into this important process:

- personal growth
- leisure
- spirituality
- health
- academic achievement
- financial security
- community quality
- environment
- family relationships
- social relationships
- intimate relationships (boyfriend/girlfriend)

If students are finding it difficult to start the process, remind them that things that give their life meaning in the present do not have to be big: even events as seemingly humble as caring for a younger brother or sister after school, helping a parent around the house at the weekend, looking after a pet, or ringing a grandparent to say, ‘Hi’, can add a great deal of meaning not just to their own life, but to other people’s lives, too.

**DISCUSSION SUGGESTIONS**

- Was it easy or hard to think of things that give your life meaning now? Why/why not?
- Did you find yourself placing mental hurdles in front of goals in your own mind i.e. did you stop yourself writing things you might like to achieve for one reason or another? Why did these reasons seem important? Are there ways around them?
- Were there some domains in the map that seemed more prominent/important than others? What might this say about your values and priorities?
- Did you discover anything that surprised you? Did the process reinforce anything in your mind you might have already been considering?
The aim of Real-life Applications is for your students to apply things they have learned about Sense of Purpose to life outside the classroom. This should provide students with opportunities to utilise thinking skills that enhance their own Sense of Purpose.

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 Purpose session, review the progress of this activity.
- In your final Sense of Purpose session, facilitate an in-depth class discussion about the activity and its effect on students’ Sense of Purpose.

### OPTION 1: ORGANISE A TIME DONATION  
(Duration: approx. two weeks*)

1. Break the class into groups of two to four students.
2. Each group must choose an institution to which they can ‘donate’ an agreed amount of time – either as individuals or as a group. They might choose to clean up a local park, to read to elderly people at an aged-care facility, or to collect tinned food for a local animal shelter.
3. Groups are to be responsible for making contact with the institution they choose, and for getting appropriate permissions.
4. As they make decisions, encourage the groups to verbalise what these choices say about their individual Senses of Purpose. How might their actions affect the Sense of Purpose of those working for/supported by the institution?
5. Discuss the progress of this activity at your next Sense of Purpose session.

(*adjust as necessary)

### OPTION 2: ORGANISE A CHARITY EVENT  
(Duration: approx. four weeks*)

1. This activity can either be an extension of Option 1 (Time Donation) or a Stand-alone activity.
2. You decide if it will be a project for small groups or for the whole class.
3. The group/s has/have four weeks to organise and conduct an event to raise funds for a charity of the group’s choosing. The event might be a raffle, a trivia night, a gold coin auction, a talent show, a walk-a-thon … this is also up to the students to choose. Group/s must also decide how the funds raised will be handed over to the chosen charity.
4. It is up to students to seek all appropriate permissions.
5. As they make their decisions, encourage the group/s to verbalise what these choices say about their individual values and Senses of Purpose. How might the event affect meaning and purpose in the lives of people supported by the charity?
6. Discuss the progress of this activity at your next Sense of Purpose session.

(*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)
**ACTIVITY: ‘THAT CHANGED MY LIFE’**

**TIME:** 15+ minutes  
**SIZE:** Groups of three to five  
**SPACE:** Room to form small working circles  
**RESOURCES:** Inspiring Stories (p.79 or SenseAbility), or relevant news/magazine clippings

**The aim** is to consider the stories of real people who have overcome adversity due to their strong Sense of Purpose. **The result** should be an increased awareness that a strong Sense of Purpose is important for setting and achieving goals, for weathering unforeseen events, and for finding meaning even in unlikely circumstances.

1. Break the class into groups of three to five.
2. Distribute to each group either news/magazine clippings or printouts of the Inspiring Stories resource sheet.
3. Members of each group read the article they’ve been given and consider:
   - How would you describe this person’s Sense of Purpose?
   - What things contributed to the person’s Sense of Purpose prior to the event in question?
   - What happened that changed or threatened their Sense of Purpose?
   - How did the person change, regain, or rely on their Sense of Purpose?
   - What might the person have been thinking and feeling: before the event; during the event; after the event? What actions did he/she take as a result of those thoughts and feelings?
   - How did the person challenge unhelpful thoughts?
   - If your group had a friend facing a similar situation to this person’s, what might you say to them? Who would you suggest they seek help from?
4. Each group selects a spokesperson/s to summarise to the wider class:
   - The inspirational story they were given.
   - How the person’s Sense of Purpose was threatened.
   - How their Sense of Purpose was changed (including strengthened).
   - How helpful and realistic thinking allowed the person to refocus on goals after the life-changing event.

**DISCUSSION SUGGESTIONS**

- What elements were common to these stories about Sense of Purpose?
- How can your Sense of Purpose change over time? Is it okay for your goals to change?
- What thinking skills can you use to bolster your Sense of Purpose?
- What is the difference between being single-minded (or obsessive) and having a strong Sense of Purpose? Discuss specific examples (e.g. Nelson Mandela, early Antarctic explorers) Were they single-minded, or did they simply possess a strong Sense of Purpose?
2B. Text- or Film/TV-Based Discussion

Choose a Suggested Text or Film/TV Program to discuss from pages 48 or 49, 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 cues included with the summaries or you can conduct class discussion in your own way about how the text/clip that you’ve selected relates to Sense of Purpose.

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.19) – either the volunteering, the charity fund raiser; or another activity you have chosen or created.

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

DISCUSSION SUGGESTIONS

• What institution did you decide shall benefit from your efforts? What criteria did you use to make this decision? How do those criteria reflect your own values?

• How are you going to fit this effort into your present life schedule? What skills are you employing in terms of goal setting and planning?

• What do you hope to get out of this activity? What is the nature of the reward for you? In what ways might it give meaning or add value to your life?

• In what ways might your efforts give meaning or add value to other people’s lives?

• What skills are you exercising that you think will be useful in other parts of your life?
Session 3

3-SESSION DELIVERY

3A. Classroom Activity
(10–15 minutes) p.28

3B. Review Outcomes of
Real-life Application from
Foundation Session
(10–15 minutes) p.29

3C. Review of Understanding
(10–15 minutes) p.30

3D. Distribute Hand-out
(5 minutes) p.30

END OF SENSE OF PURPOSE MODULE

5-SESSION DELIVERY

3A. Classroom Activity
(10–15 minutes) p.28

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

3E. Classroom Activity
(15+ minutes) p.31

3F. Review Progress of
Real-life Application
from Foundation Session
(5 minutes) p.31

COMMENCE SESSION 4
DISCUSSION SUGGESTIONS

• What did you think and feel when you were told the aim of the game? How did those thoughts and feelings change when you learned you had to use your non-dominant hand?

• What strategies did you use during the game? How might you have thought/acted differently if you’d been able to use your dominant hand?

• Do you know anyone who has faced similar adversity in real life? What happened? How did they cope? Did their goals change, or did their strategies for meeting the goals change?

• What thinking skills are important in the face of uncertainty and change? What can you do to build and strengthen those skills?

IMPORTANT CHECK
If you are doing a **5-Session Delivery** skip NOW to Section 3E (p.31).
If you are doing a **3-Session Delivery** continue to Sections 3B through 3D.
3B. Review Outcomes of Real-life Application

In the 3-Session Delivery, this is your final Sense of Purpose 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.19). This is a valuable opportunity for them to reflect on how important their Sense of Purpose is in their everyday lives.

**DISCUSSION SUGGESTIONS**

- Was your activity a success or not? How do you qualify ‘success’? What good things came out of it? Good in what way?

- Did the activity add any meaning to your life, 1) as you were planning it, 2) as you were doing it, and/or 3) now you have completed it? In what way/s?

- Do you think your efforts added meaning to other people’s lives? Whose? In what way? What does this make you think and feel?

- Did you learn anything new about yourself through this activity? Did you discover any parts of yourself that were more resilient than you expected? Did you discover parts of yourself that benefited from and were enhanced by the activity? Which parts?

- What thinking skills do you think were most important in this activity, and why?

- How can you apply what you have learnt here in your own life?
This is your chance to evaluate whether your students can demonstrate a solid understanding about the importance of Sense of Purpose in their lives.

Use the seven Module Goals as a checklist. Can your students:

1. DEFINE the Sense of Purpose?
2. UNDERSTAND what a Sense of Purpose provides them with?
3. IDENTIFY the key features of Sense of Purpose?
4. IDENTIFY aspects of Sense of Purpose within themselves and how important the sense is in their own lives?
5. RECOGNISE how strong their own Sense of Purpose 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 Purpose in real life?

There are many ways you may choose to do this, 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 Purpose.

If you feel your students require more work simply:

- select other activities you haven’t already done using the Classroom Activities Guide (p.51);
- select and discuss other Suggested Texts (p.48) or Films/TV programs (p.49);
- find/create your own activities and discussion references to help build understanding about Sense of Purpose.

### D. Distribute Hand-out

A hand-out summarising Sense of Purpose is included as a photocopiable page in the Activities & Resources section (p.57) 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 Sense of Purpose might find such help (e.g. trusted friends and adults, school counsellor, medical professionals, Lifeline, Kids Helpline).
ACTIVITY: ‘HEART OF THE HOME’

TIME: 10–15 minutes
SIZE: Large groups/whole of class
SPACE: Seating room
RESOURCES: Pens, paper, hat/bucket

The aim is for students to use comparisons with functional objects to encourage thought about unique personal qualities and strengths.

The result should be an enhancement of thinking skills used to help challenge negative self-talk and to promote positive feelings about Sense of Purpose.

1. Conduct a brief discussion about kitchens. Every home has one – basic or grand – and each is populated with all sorts of utensils. Consider brainstorming a quick list, perhaps under groupings like: Essential (e.g. cutlery, frypan, etc.); Useful (e.g. blender, grater); and Specialty (e.g. egg-slicer, olive pitter).

2. Students then think about which kitchen utensil they’d see themselves as. Have them write it on a slip of paper without their name. No talking! Allow one minute.

3. Put the slips in a hat or bucket and then have students each pick out a slip to read aloud. The class then guesses who may have written about the utensil in question and why.

4. Students unwilling to admit to authorship do not have to, but those willing to share can give their reasons (e.g. ‘I chose ‘chopping board’ because I am resilient and reliable.’).

DISCUSSION SUGGESTIONS

• How easy/hard was it for people to think of themselves in terms of a utensil? Why was it easy/hard?

• Was it easy or difficult to attribute utensils to individuals? Why/why not? What does that say about the individual? What does that say about the guesser?

• Every utensil has a purpose, whether it is used daily or rarely. Sometimes our own Sense of Purpose is clear early on or every day, but sometimes it becomes apparent only in certain circumstances, such as ... (brainstorm situations).

• Was your utensil’s purpose in any way similar to the way you see your own purpose in life? Is there another device – not necessarily in the kitchen – that more closely reflects how you see your own purpose in life?

• Utensils don’t have moral codes, ethics, or desire to help other utensils. How are you different from the utensil you selected? How do your values/beliefs/personal code shape what you do?

• How can you apply the skills used in this activity in your day-to-day life?

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.19).

It is important to ensure the discussion remains centred on Sense of Purpose.
Session 4

4A. Classroom Activity
   (20+ minutes)

4B. Classroom Activity
   (15+ minutes)

4C. Review Progress of Real-life Application from Foundation Session
   (5 minutes)
4A. Classroom Activity

Review the two activity options following and choose the one most appropriate for your students:

OPTION 1: ‘Grumble Auction’
OPTION 2: ‘Two Cafes’

ACTIVITY: ‘GRUMBLE AUCTION’ (Option 1)

TIME: 20+ minutes 
SIZE: Large groups/whole of class 
SPACE: No special requirements 
RESOURCES: Paper, Grumble Cards (p.66 or SenseAbility CD), matchsticks or play money, index cards, tape, pens 

The aim is for students to consider their goals, and possible impediments to these goals.
The result should be fruitful discussion about problem-solving, goal setting, and perspective-taking.

1. Have a brief discussion about things that get in the way of our goals – e.g. traffic can stop us getting to sports practice, rain can stop us mowing the lawn, illness can stop us spending time with friends. How good would it be to simply vanish such impediments from our lives?

2. Ask participants to consider a goal that has real meaning to them (e.g. starting their own business, finishing a triathlon, playing music in front of a large audience, giving a thousand dollars to charity). Have them write that goal on an index card and tape it to the front of their shirt where all can see it.

3. Distribute even amounts of paper money/matchsticks to each student.

4. Introduce the Grumble Auction. You, the teacher, will be the auctioneer. One-by-one a collection of impediments (like those mentioned in the first step) will be presented for students to consider. Students are told they must aim to bid on the ‘grumble’ they think will pose the greatest stumbling block to the goal on their chest. Naturally, no one knows what grumbles are coming up next, and so must ‘take a punt’ on which one will be best for them; there are also some grumbles that affect everyone and these will be more hotly bid for.

5. The auction ends when all cards are bought or passed in.

DISCUSSION SUGGESTIONS

• What goals did you have? What grumbles did you buy? Why did you think those grumbles posed obstacles to achieving your goals? Was the grumble you bought the greatest obstacle facing your goal? If not, what do you think is?

• We can’t actually ‘buy off’ too many obstacles that face our goals in real life, but instead have to face and deal with them. Brainstorm some effective strategies that we can use to deal with obstacles, e.g. time management, being flexible, reprioritising, acceptance, setting milestones.

• Choose a few sample goals that students are willing to discuss. Using the whiteboard, have the class come up with two parallel lists under each goal: ‘Obstacles’ (events that the class thinks could threaten the achievement of the goal) and ‘Strategies’ (thoughts and actions that might help the student overcome their obstacles and continue striving to achieve their goal).

• Discuss how you can apply these strategies in your everyday life.
**DISCUSSION SUGGESTIONS**

- What did teams name their cafes? Why? What is your ‘signature’ or point of difference?

- What did teams decide were their key goals? (Consider listing on whiteboard.)

- What were their three chief obstacles? (Consider listing on whiteboard.)

- What were the three solutions to those threats? (Consider listing on whiteboard.)

- Did any of the goals, obstacles or solutions change after you mingled with the owners of other cafes? Why/why not?

- How many teams considered treating other teams as allies instead of adversaries? How might this way of thinking prove helpful?

- What thinking skills did you employ in this activity that you might be able to apply to other areas of your life?
ACTIVITY: CAN WE FIX THIS?

TIME: 15+ minutes
SIZE: Individual work for class discussion
SPACE: No special requirements
RESOURCES: Pens/paper

The aim is for students to apply aspects of what they have learned about Sense of Purpose to life outside the classroom by providing strategies for the following scenarios.

The result is that they should have the opportunity to enhance their own Sense of Purpose.

- Decide (bearing in mind time constraints) whether you want students to offer strategies for just one or all three of the scenarios listed below.

- Consider the format in which you want your students to present their solution strategies. Maybe they can simply work on paper in columns (e.g. headed ‘Problem’, ‘Goal’, ‘Thinking Strategies’, and ‘Action Strategies’). Perhaps you might want them to present their solutions via role-play, ‘expert panels’, or by creating ‘Self-Help’ advice sheets that encompass the scenario/s presented.

SCENARIO 1
Oliver is 18, and has just arrived in Peru to commence the trip of his lifetime during his ‘gap’ year between school and career. However, he’s only been there three days when he receives a phone call saying that his aunt, to whom he is close, has fallen very sick. It is clear that Oliver’s family thinks he should cut short his holiday and come home.

SCENARIO 2
Ava is devastated. She has worked hard all her school life at her studies, determined to get a score that will allow her to study Law at university ... but she has just learned that her score is a shade too low, and she won’t be accepted into her University of choice.

SCENARIO 3
Charlie is in a black mood. For the last 18 months, he has been a diligent part-time worker at a fast food restaurant. Finally, an opportunity has come up for him to be promoted out of the kitchen into a semi-managerial position that offers better pay. He is very well qualified and would be great at it – he is even thinking of doing his apprenticeship in hospitality. But instead, the job has been given to another worker that Charlie thinks is less experienced than him.
Commence a class discussion about your students’ progress on their chosen Real-life Application from the Foundation Session (p.19). It is important to ensure the discussion remains centred on Sense of Purpose.
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)
**ACTIVITY: ‘IN SUMMARY’**

**TIME:** 15+ minutes  
**SIZE:** Individuals  
**SPACE:** Room for individuals to work  
**RESOURCES:** Paper, pens

The **aim** is for students to bring to mind things that add value and meaning to their lives.  

The **result** should be discussion about the many facets that make up a solid and resilient Sense of Purpose.  

**NB:** This is a deceptively simple activity that is worth revisiting as students’ understanding of the value of Sense of Purpose deepens.

1. Create a calm, introspective mood.  
2. Write up the Chinese proverb: ‘The journey is the reward.’ Discuss how this can mean it is good to have goals, but the way those goals are reached (rather than reaching or not reaching them) is often what shapes and satisfies a person.  
3. Ask students to think about themselves as they are at this point in time: studying at school, maybe working a part-time job, possibly with commitments at home (e.g. looking after a brother or sister, helping with chores), and trying to balance all those with sport, friendships and leisure. What do they enjoy most? What do they value? What activities give them a real sense of achievement? What events do they look forward to every week? What people, things and thoughts inspire them? What personal code, or ethical rules, do they believe in and live by? Ask them to jot down these thoughts as they occur to them.  
4. Now ask students to picture themselves in five years’ time. Where are they? What are they doing? Are they working or studying in a field that draws on their interests? Are they being challenged? Having fun? Making money? Feeling fulfilled? Making a difference to someone else? How have they changed from the person they were five years ago, sitting in a classroom, thinking about the future? What happened to them on the journey to get there? Were their beliefs and personal codes tested? Strengthened? Ask students to jot down their thoughts.  
5. Ask students to think up one word that sums up where they want to be in five years’ time. Examples might include happy, fulfilled, respected, generous, valued, understood, satisfied, and energised.

**DISCUSSION SUGGESTIONS**

- Ask students willing to do so to share their jottings with the rest of the class.  
- Sense of Purpose is a very individual thing. How did your values (i.e. the things you find important) inform your thoughts on where you would be in five years’ time?  
- Did anyone find it difficult to picture things you enjoy doing now? Why might that be? What steps could you take to help find more meaning in your everyday life?  
- Did anyone find it difficult to imagine where you’d be in five years? Why might that be? What mental obstacles did you find your imagination came up against? What strategies could you employ to move (or move around) those obstacles?  
- Discuss the importance of flexibility and how our Sense of Purpose can change over time; it adjusts as we grow, learn, and experience life.
5B. Review Outcomes of Real-life Application

In the 5-Session Delivery, this is your final Sense of Purpose session, so it is important to commence a class discussion to review what your students got out of the Real-life Application from the Foundation Session (p.19). This is a valuable opportunity for them to bring to mind how important their Sense of Purpose is in their everyday lives.

DISCUSSION SUGGESTIONS

- Was your activity a success or not? How do you qualify ‘success’? What good things came out of it? Good in what way?
- Which of the Sense of Purpose themes (dealing with uncertainty, goals & planning, drive & determination, and values) did you find yourself exercising? In what way?
- Did the activity add any meaning to your life, 1) as you were planning it, 2) as you were doing it, and/or 3) now you have completed it? In what way/s?
- Do you think your efforts added meaning to other people’s lives? Whose? In what way? What does this make you think and feel?
- Did you learn anything new about yourself through this activity? Did you discover any parts of yourself that were more resilient than you expected? Did you discover parts of yourself that benefited from and were enhanced by the activity? Which?
- What thinking skills do you think were most important in this activity, and why?
- How can you apply what you have learnt here in your own life?

5C. Review of Understanding

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

To assist in this, use the seven Module Goals as a checklist.

Can your students:

1. DEFINE Sense of Purpose?
2. UNDERSTAND what a Sense of Purpose provides them with?
3. IDENTIFY the key features of Sense of Purpose?
4. IDENTIFY aspects of Sense of Purpose within themselves and how important the sense is in their own lives?
5. RECOGNISE how strong their own Sense of Purpose 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 Purpose in real life?

There are many ways you may choose to do this, 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 ways that your students may be able to enhance their own Sense of Purpose.

If you feel your students require more work simply:

- select other activities you haven’t already done using the Classroom Activities Guide (p.51);
- select and discuss other Suggested Texts (p.48) or Films/TV Programs (p.49);
- find/create your own activities and discussion references to help build understanding about Sense of Purpose.
5D. Distribute Hand-out

A hand-out summarising Sense of Purpose is included as a photocopiable page in the Activities & Resources section (p.57) 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 Purpose 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 of Understanding
E. Distribute Hand-out (p.57)
How Many Sessions?

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

1. DEFINE Sense of Purpose.
2. UNDERSTAND what a Sense of Purpose provides them with.
3. IDENTIFY the key features of Sense of Purpose.
4. IDENTIFY aspects of the Sense within themselves and how it impacts their own lives.
5. RECOGNISE how strong their own Sense of Purpose 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 Purpose in real life.

RECOMMENDATIONS

In each ongoing session:
- Review progress of the chosen Real-life Application commenced in the Foundation Session (p.19)
- Select/create classroom activities and lead discussion.

In the final session:
- Review understanding about Sense of Purpose
- Review outcomes of the Real-life Application commenced in the Foundation Session (p.19)
- Distribute Hand-out (p.57).

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.19) – either the volunteering effort, the charity event, or another activity you have chosen or created.

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

DISCUSSION SUGGESTIONS

- What institution did you decide shall benefit from your efforts? What criteria did you use to make this decision? How do those criteria reflect your own values?
- How are you going to fit this effort into your present life schedule? What skills are you employing in terms of goal setting and planning?
- What do you hope to get out of this activity? What is the nature of the reward for you? In what ways might it give meaning or add value to your life?
- In what ways might your efforts give meaning or add value to other people’s lives?
- What skills are you exercising that you think will be useful in other parts of your life?
B. Select/Create Classroom Activities

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

You can:

Choose from activities supplied in this module:

- Suggested Texts (p.48)
- Suggested Film/TV Programs (p.49)
- Real-life Applications (p.50)
- Classroom Activities (see Guide p.51)

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 and apply new knowledge to their own lives and experiences.

C. Review Outcomes of Real-life Application

Final Sense of Purpose Session

In a class discussion, review what your students learned from the Real-life Application from the Foundation Session (p.19). This is a valuable opportunity for students to consider the importance of Sense of Purpose in their everyday lives.

DISCUSSION SUGGESTIONS

- Was your activity a success or not? How do you qualify ‘success’? What good things came out of it? Good in what way?
- Which of the Sense of Purpose themes (dealing with uncertainty, goals & planning, drive & determination and values) did you find yourself exercising? In what way?
- Did the activity add any meaning to your life, 1) as you were planning it; 2) as you were doing it; and/or 3) now you have completed it? In what way/s?
- Do you think your efforts added meaning to other people’s lives? Whose? In what way? What does this make you think and feel?
- Did you learn anything new about yourself through this activity? Did you discover any parts of yourself that were more resilient than you expected? Did you discover parts of yourself that benefited from and were enhanced by the activity? Which?
- What thinking skills do you think were most important in this activity, and why?
- How can you apply what you have learnt here in your own life?
D. Review of Understanding

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

Can your students:

1. DEFINE Sense of Purpose?
2. UNDERSTAND what a Sense of Purpose provides them with?
3. IDENTIFY the key features of Sense of Purpose?
4. IDENTIFY aspects of Sense of Purpose within themselves and how important the sense is in their own lives?
5. RECOGNISE how strong their own Sense of Purpose 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 Purpose in real life?

There are many ways you may choose to do this, 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 think they may be able to enhance their own Sense of Purpose.

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 Purpose.

E. Distribute Hand-out

A hand-out summarising Sense of Purpose is included as a photocopiable page in the Activities & Resources section (p.57) 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 Purpose might find such help (e.g. trusted friends and adults, school counsellor, medical professionals, Lifeline, Kids Helpline).
References & Guides
<table>
<thead>
<tr>
<th>POSSIBLE DISCUSSION POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are Coraline's goals at the start of the book? How do they change, and why?</td>
</tr>
<tr>
<td>Even though Coraline's goals change through the book, her values do not. What are Coraline's core values and beliefs? How do they reflect her Sense of Purpose?</td>
</tr>
<tr>
<td>Would you describe Coraline as determined? Is this a good thing? How does this help her overcome obstacles?</td>
</tr>
<tr>
<td>What allies does Coraline have in the 'other' world? Why are they important?</td>
</tr>
<tr>
<td>Are you like Coraline in any ways? What characteristics of hers do you have or admire? How do they show?</td>
</tr>
<tr>
<td>What overarching belief does Frank hold? How does this belief help her through her (sometimes dark) days?</td>
</tr>
<tr>
<td>Frank dreamt of becoming an actress. How did she accept the fact that this dream would not come true?</td>
</tr>
<tr>
<td>How did Frank find meaning in small actions and simple events during her confinement? How did these reflect her fundamental values and beliefs?</td>
</tr>
<tr>
<td>The Franks were supported by some of Otto's most trusted employees as they hid. How important is support and understanding to achieving goals? Who supports you? Your goals?</td>
</tr>
<tr>
<td>How easy is it for you to find meaning in your life? Why/why not?</td>
</tr>
<tr>
<td>Wiggin is ostracised for his achievements at Battle School. How great an obstacle does that pose? What helps him overcome the ill-treatment?</td>
</tr>
<tr>
<td>How would you characterise Wiggin's goal? Does he lose sight of it? How does he keep it in mind?</td>
</tr>
<tr>
<td>Do Wiggin's values remain static throughout the book, or do they change as he learns new things and meets new people and creatures? Does his Sense of Purpose change?</td>
</tr>
<tr>
<td>Wiggin was chosen for his raw talents, but what proved his greatest asset on his journey?</td>
</tr>
<tr>
<td>Would you describe the young Mandela as a driven/determined person? How did that show?</td>
</tr>
<tr>
<td>How did Mandela's actions reflect the values that he held?</td>
</tr>
<tr>
<td>What was Mandela's overriding goal for the best part of 50 years? Why do you think that sustained him through years of struggle and incarceration?</td>
</tr>
<tr>
<td>How did Mandela feed his Sense of Purpose while behind bars?</td>
</tr>
<tr>
<td>Why is support so important to a strong Sense of Purpose? Who do you think supports you in your goals?</td>
</tr>
</tbody>
</table>

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>
<th>POSSIBLE DISCUSSION POINTS</th>
</tr>
</thead>
</table>
| The Pursuit of Happyness    | Feature Film | Senior (≈ 15–18 y.o.) | A salesman struggling to make ends meet embarks on a life-changing quest to rise above significant challenges and create a better life for his young son.                                                                 | • What does Chris keep his hopes alive despite the grueling time he and Christopher face during his training period?  
• What obstacles force Chris to question whether he should give up?  
• How does Chris receive any help on his journey?  
• How does he get it?  
• Does Chris receive any help on his journey?  
• How does he get it?                                                                                                                                                                                                                           |
### Title: Purposeful Interview

<table>
<thead>
<tr>
<th>Time</th>
<th>Group Size</th>
<th>ACTIVITY</th>
<th>Research Subject</th>
<th>POSSIBLE DISCUSSION POINTS</th>
</tr>
</thead>
</table>
| Around the Wall | <one hour | Individuals | Students choose someone well-known who they know (or know of) that person’s Sense of Purpose. The subject might be a local war veteran, a charity worker… it is up to the student. Students must compile questions about how the subject's Sense of Purpose helped them achieve a certain goal. Students present their findings as an essay or perhaps as a talk to the rest of the class. | • How did you decide which organisation would benefit from your time? What does this say about your values?  
• What did donating your time make you think and feel?  
• Did you have any trouble finding an interviewee? If so, why?  
• What sacrifice did the event add to other people's lives?  
• What did that make you think and feel?  
• Did you have help around you when you are working towards important goals?  
• What thinking skills did you learn/exercise during this activity?  
• What important things did you learn that you've considered before?  
• What thinking skills did you find necessary when planning the activity?  
• Will these be valuable in your later life?  
| | Large Group/s | >two hours | Small groups of two to four students decide on a goal that they would really like to achieve in the next five years. This goal might be in any domain: relationships, community, recreation, etc. Now have students imagine a truly huge obstacle to that goal – possibly a financial, health, or skill-based obstacle. Students now work together to brainstorm solutions in one of the four domains as thoroughly as possible. Students present their findings as an essay or perhaps as a talk to the rest of the class. | • Did you have any trouble choosing a goal? If so, why was that? What mental hurdles stood in your way, and how can you overcome those?  
• How easily did you find the interviewee?  
• How did you feel having to interview someone that person and map meaning in the other three domains?  
• What did your interview make you think and feel?  
• Which of those do you admire most and why?  
• What thinking skills did you learn/exercise during this activity?  
| Small Groups | <one hour | Pairs | In their own time, students interview someone about their Sense of Purpose. The subject might be a local war veteran, a charity worker… it is up to the student. Students must compile questions about how the subject's Sense of Purpose helped them achieve a certain goal. Students present their findings as an essay or perhaps as a talk to the rest of the class. | • How did you decide which organisation would benefit from your time? What does this say about your values?  
• What did donating your time make you think and feel?  
• Did you have any trouble finding an interviewee? If so, why?  
• What sacrifice did the event add to other people's lives?  
• What did that make you think and feel?  
• Did you have help around you when you are working towards important goals?  
• What thinking skills did you learn/exercise during this activity?  
| Large Group/s | >two hours | >five hours | Students must pick the kind of event that they would really like to achieve in the next five years. This goal might be in any domain: relationships, community, recreation, etc. Now have students imagine a truly huge obstacle to that goal – possibly a financial, health, or skill-based obstacle. Students work together to brainstorm solutions in one of the four domains as thoroughly as possible. Students present their findings as an essay or perhaps as a talk to the rest of the class. | • Did you have any trouble choosing a goal? If so, why was that? What mental hurdles stood in your way, and how can you overcome those?  
• How easily did you find the interviewee?  
• How did you feel having to interview someone that person and map meaning in the other three domains?  
• What did your interview make you think and feel?  
• Which of those do you admire most and why?  
• What thinking skills did you learn/exercise during this activity?  
| Charity Event | | Large Group/s | The group/s (this can be a whole-of-class project) must organise a fundraising event to benefit a charity that students choose separately. Students might be in any domain: relationships, community, recreation, etc. Students organise the event and gain all appropriate permissions. They must donate time cleaning up the local animal shelter, or collecting tinned food for an aged-care institution, or reading to the elderly at a nearby parkland. Students then present their findings as an essay or perhaps as a talk to the rest of the class. | • Was your event a success? Why/why not?  
• How did the group's purpose affect your individual Sense of Purpose?  
• What did you learn/exercise during this activity?  
• What thinking skills did you have help around you when you are working towards important goals?  
• What did that make you think and feel?  
• What thinking skills did you learn/exercise during this activity?  

**NB:** Teachers should feel free to adapt these activities or to create their own new ones.
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Can We Fix This?</td>
<td>60</td>
<td>Junior (&lt;12–14 y.o.)</td>
<td>All</td>
<td>5 min.</td>
<td>Drive &amp; Determination</td>
<td>None Required</td>
</tr>
<tr>
<td>Compose A Poem</td>
<td>61</td>
<td>Senior (&lt;15–18 y.o.)</td>
<td>All</td>
<td>15 min.</td>
<td>Drive &amp; Determination</td>
<td>Included in Resource Pages</td>
</tr>
<tr>
<td>Diminishing Returns</td>
<td>63</td>
<td>All</td>
<td>All</td>
<td>15+ min.</td>
<td>Drive &amp; Determination</td>
<td>Teacher to Source</td>
</tr>
<tr>
<td>Do I Need Help?</td>
<td>64</td>
<td>All</td>
<td>All</td>
<td>15 min.</td>
<td>Goals and Planning</td>
<td>In Resource Pages</td>
</tr>
<tr>
<td>Grumble Auction</td>
<td>65</td>
<td>All</td>
<td>All</td>
<td>15 min.</td>
<td>Goals and Planning</td>
<td>In Resource Pages</td>
</tr>
<tr>
<td>Hard Choices</td>
<td>67</td>
<td>All</td>
<td>All</td>
<td>15 min.</td>
<td>Values</td>
<td>None Required</td>
</tr>
<tr>
<td>Heart of the Home</td>
<td>69</td>
<td>All</td>
<td>All</td>
<td>5–15 min.</td>
<td>Dealing with Uncertainty</td>
<td>Included in Resource Pages</td>
</tr>
<tr>
<td>Holidays are Horrid</td>
<td>70</td>
<td>All</td>
<td>All</td>
<td>15+ min.</td>
<td>Goals and Planning</td>
<td>Teacher to Source</td>
</tr>
<tr>
<td>I'll Cope</td>
<td>72</td>
<td>All</td>
<td>All</td>
<td>5–15 min.</td>
<td>Values</td>
<td>None Required</td>
</tr>
<tr>
<td>In Summary</td>
<td>74</td>
<td>All</td>
<td>All</td>
<td>15+ min.</td>
<td>Goals and Planning</td>
<td>Teacher to Source</td>
</tr>
<tr>
<td>Interferometrically</td>
<td>75</td>
<td>All</td>
<td>All</td>
<td>5–15 min.</td>
<td>Dealing with Uncertainty</td>
<td>Included in Resource Pages</td>
</tr>
<tr>
<td>Noise in the Night</td>
<td>76</td>
<td>All</td>
<td>All</td>
<td>15 min.</td>
<td>Goals and Planning</td>
<td>Teacher to Source</td>
</tr>
<tr>
<td>Slam Dunk</td>
<td>77</td>
<td>All</td>
<td>All</td>
<td>5–15 min.</td>
<td>Values</td>
<td>None Required</td>
</tr>
<tr>
<td>That Changed My Life</td>
<td>78</td>
<td>All</td>
<td>All</td>
<td>15+ min.</td>
<td>Goals and Planning</td>
<td>Teacher to Source</td>
</tr>
<tr>
<td>Towers</td>
<td>80</td>
<td>All</td>
<td>All</td>
<td>5–15 min.</td>
<td>Values</td>
<td>None Required</td>
</tr>
<tr>
<td>Two Cafes</td>
<td>82</td>
<td>All</td>
<td>All</td>
<td>15 min.</td>
<td>Goals and Planning</td>
<td>Teacher to Source</td>
</tr>
<tr>
<td>What A Great Guy</td>
<td>83</td>
<td>All</td>
<td>All</td>
<td>5–15 min.</td>
<td>Values</td>
<td>None Required</td>
</tr>
<tr>
<td>The Word Thief</td>
<td>84</td>
<td>All</td>
<td>All</td>
<td>5–15 min.</td>
<td>Goals and Planning</td>
<td>Teacher to Source</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>45+ minute SESSION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1</strong></td>
<td></td>
<td>Sense One</td>
<td></td>
<td>Sense Two</td>
<td></td>
<td>Sense Three</td>
<td></td>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
<td></td>
<td>Sense One</td>
<td></td>
<td>Sense Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

**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.
Big or Small?

Some people know from an early age exactly what they want to be in life. Some don’t know till much later in life, and that’s okay, too. Your Sense of Purpose can change as you grow older, as you learn new things about the world and about yourself, and as you meet new people and experience new things. What is important is being able to identify the things that matter to you.

Helpful When Things Go Wrong

It is important to know that Sense of Purpose not only helps you to find and do things that add meaning to your life, it also helps when things go wrong. Sometimes life presents unforeseen events – like sickness or accidents – and sometimes, despite trying hard, you mightn’t achieve what you strived for. A healthy Sense of Purpose helps you to put those events in perspective, to refocus on the things that are meaningful to you, and to move ahead and enjoy life.

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

Setbacks and challenges are tough for everyone, even for those with a strong Sense of Purpose. However, someone struggling with their Sense of Purpose should consider:

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
Youth beyondblue: 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>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 doesn’t get picked for the school volleyball team.</td>
<td>Volleyball is everything! My life is over.</td>
<td>DEVASTATED</td>
<td>Joanne resolves never to play volleyball again.</td>
</tr>
<tr>
<td>Joanne doesn’t get picked for the school volleyball team.</td>
<td>That’s so disappointing – there must be reasons I wasn’t chosen.</td>
<td>A BIT</td>
<td>Joanne joins a social volleyball team to improve her skills.</td>
</tr>
</tbody>
</table>

**ACTION**

Copy/print onto overhead transparency or use as data file for projection during class discussion.
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>ANTECEDENTS Event/Situation</th>
<th>BELIEFS Thoughts</th>
<th>CONSEQUENCES Feelings</th>
<th>DO Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
ACTIVITY: ‘CAN WE FIX THIS?’

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

The aim is for students to apply aspects of what they have learned about Sense of Purpose to life outside the classroom by providing strategies for the following scenarios.

The result is that they should have the opportunity to enhance their own Sense of Purpose.

- Decide (bearing in mind time constraints) whether you want students to offer strategies for just one or all three of the scenarios listed below.

- Consider the format in which you want your students to present their solution strategies. Maybe they can simply work on paper in columns (e.g. headed ‘Problem’, ‘Goal’, ‘Thinking Strategies’, and ‘Action Strategies’). Perhaps you might want them to present their solutions via role-play, ‘expert panels’, or by creating ‘Self-Help’ advice sheets that encompass the scenario/s presented.

SCENARIO 1

Oliver is 18, and has just arrived in Peru to commence the trip of his lifetime during his ‘gap’ year between school and career. However, he’s only been there three days when he receives a phone call saying that his aunt, to whom he is close, has fallen very sick. It is clear that Oliver’s family thinks he should cut short his holiday and come home.

SCENARIO 2

Ava is devastated. She has worked hard all her school life at her studies, determined to get a score that will allow her to study Law at University … but she has just learned that her score is a shade too low, and she won’t be accepted into her university of choice.

SCENARIO 3

Charlie is in a black mood. For the last 18 months, he has been a diligent part-time worker at a fast food restaurant. Finally, an opportunity has come up for him to be promoted out of the kitchen into a semi-managerial position that offers better pay. He is very well qualified and would be great at it – so much so that he is thinking of doing his apprenticeship in hospitality. But instead, the job has been given to another worker that Charlie thinks is less experienced than him.
ACTIVITY: ‘COMPOSE A POEM’

TIME: 5–10 minutes
SIZE: Whole of class
SPACE: No special requirements
RESOURCES: A-B-C-D Model (p.58 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 Purpose, everyone in the class is to compose a poem listing six things that give their lives meaning. You (the teacher) say you will randomly pick four people from the class to stand up the front to read their poem.*

2. Explain that everyone has five minutes to start thinking about their six things and their poem. 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 making up any poems; 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.

LIST STUDENTS’ RESPONSES

6. On the board draw up a five-column table. Label the first column ‘A: Event’ and write beneath it the only entry for that column: ‘Asked to recite own poem in front of the class’

<table>
<thead>
<tr>
<th>A: Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASKED TO RECITE OWN POEM 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’. Ask students: What were you feeling during the preparation time (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 compose a poem (e.g. ‘I’ll make a fool of myself’, ‘This is unfair’, ‘This is exciting!’, ‘I’ll die of embarrassment’, ‘I’m good at poetry’)? 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.
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>I'll make a fool of myself</td>
<td>Anxious</td>
<td>Sweaty</td>
<td>Look to friends</td>
</tr>
<tr>
<td>Don't pick me!</td>
<td>Embarrassed</td>
<td>Churning</td>
<td>Fidget</td>
</tr>
<tr>
<td>This is stupid/unfair</td>
<td>Apprehensive</td>
<td>Pale</td>
<td>Look down</td>
</tr>
<tr>
<td>I'm good at poetry</td>
<td>Angry</td>
<td>Knotted stomach</td>
<td>Avoid teacher</td>
</tr>
<tr>
<td></td>
<td>Calm</td>
<td>Flushed</td>
<td>Glare at teacher</td>
</tr>
<tr>
<td></td>
<td>A bit excited</td>
<td>Clenched jaw</td>
<td>Protest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alert muscles</td>
<td>Work on poem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heart rate up</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></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 student's 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. What caused you all to feel and act in different ways was how you each thought about the event.

• 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’). 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. Which thoughts would be helpful and which would be unhelpful to the situation? Which thoughts would most beneficial to the person's overall goal (e.g. to be happy, to do a good job)?

• Quickly brainstorm a list of events that have the potential for you to feel stressed and may deter you from persisting (e.g. stumbling in front of peers, asking someone for a date, 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. So, changing the way you think is the most effective way to control your feelings and actions, and thus reduce stress and anxiety. Unhelpful thoughts have the potential to stop us finding things that give meaning to our life, or prevent us coping with life challenges that might threaten our current or future plans.

• If any student has composed a poem they would like to share now is a good time to do so.
DISCUSSION SUGGESTIONS

- Note up-front that neither thievery nor miserliness are particularly admirable traits, and this is just a game to prompt discussion.

- Did everybody’s goal seem clear at the start of the game? How did things change for you as the game progressed? Particularly, how did the game change for 1) the Miser once he/she got help, and 2) for Home players if they were tagged and suddenly had a completely different task?

- What did Home players think and feel when they were tagged? Did any self-critical or negative thoughts persist once they got underway as Misers? Why/why not?

- Sometimes we have plans and goals that we want to achieve but have to rethink things because circumstances change. Maybe we don’t get as good a mark as we hoped, or we become ill, or something good happens such as meeting someone inspiring who opens the doors to new opportunities. Why is flexible thinking important to a healthy Sense of Purpose?

- It is healthy and sensible to be open to change when it comes to goals and Sense of Purpose. Life is uncertain, and full of change and possibilities. Brainstorm some circumstances when flexible thinking can complement Sense of Purpose (e.g. if you had an accident and could no longer do the same things physically you once could).
**ACTIVITY: ‘DO I NEED HELP?’**

**TIME:** 15+ minutes  
**SIZE:** Large groups/whole of class  
**SPACE:** Sports hall, grassy oval  
**RESOURCES:** Coloured tokens, one bucket for every three students, witches hats or markers, blindfolds

**The aim** is to place students in a challenging situation where they must choose whether or not to seek help.  
**The result** should be discussion about the important role that help-seeking can play in building a strong Sense of Purpose and in achieving goals.

1. Break the class into teams of three.  
2. All teams are based at one end of the play area – the ‘Home’ end.  
3. At the other end place one bucket for each team, and into each bucket place three ‘tokens’ (e.g. batons, balls, coloured paper).  
4. Across the play area liberally and randomly sprinkle witches hats.  
5. Game play: this is a relay race. Every team’s objective is for all three of its members to don a blindfold and cross the field (one at a time) avoiding the witches hats, collect one token, and return it to the Home bucket. Players have three options:  
   a. Cross unaided (i.e. no verbal help from teammates) and, if successful, gain the team 10 points; or  
   b. Before commencing, opt for a guide from their team to verbally steer them around the witches hats and, if successful, gain 7 points; or  
   c. While on the field they can call for a guide’s verbal help and, if successful, gain 5 points.  
6. Guides must remain at the Home end and can only use the words ‘hot’ and ‘cold’. Only one guide can be used each round.  
7. If a witches hat is touched, the blindfolded player must return to the Home end and start again.  
8. The winning team is the one with most points. Consider a time limit.  
9. Teams should tally and compare the points they accumulated and look at the strategies they used to accrue them. Did seeking help actually pay off?

**DISCUSSION SUGGESTIONS**

- Every team had a common goal – why didn’t every one win? What was the difference between winning and not winning?  
- What strategies did the winning team employ?  
- What strategies did people use that failed to work? Why didn’t they succeed?  
- Why is seeking help important when we face the unknown?  
- Discuss how seeking help doesn’t diminish Sense of Purpose, and can be beneficial for both the help-seeker and the help provider.  
- Brainstorm some real life examples of times when it might be very wise and useful to seek help in order to achieve goals (e.g. when selecting a career path, choosing an organisation to volunteer time with, seeking professional assistance to help care for an ill loved one).
ACTIVITY: ‘GRUMBLE AUCTION’

TIME: 20+ minutes
SIZE: Large groups/whole of class
SPACE: No special requirements
RESOURCES: Grumble Cards (p.66 or SenseAbility CD), matchsticks or play money, index cards, tape, pens

The aim is for students to consider their goals, and possible impediments to these goals.
The result should be rewarding discussion about problem-solving, goal setting, and perspective-taking.

1. Have a brief discussion about things that get in the way of our goals – e.g. traffic can stop us getting to sports practice, rain can stop us mowing the lawn, illness can stop us spending time with friends. How good would it be to simply vanish such impediments from our lives?

2. Ask participants to consider a goal that has real meaning to them (e.g. starting their own business, finishing a triathlon, playing music in front of a large audience, giving a thousand dollars to charity). Have them write that goal on an index card and tape it to the front of their shirt where all can see it.

3. Distribute even amounts of paper money/matchsticks to each student.

4. Introduce the Grumble Auction. You, the teacher, will be the auctioneer. One-by-one a collection of impediments (like those mentioned in the fruit shop) will be presented for students to consider. Students are told they must aim to bid on the ‘grumble’ they think will pose the greatest stumbling block to the goal on their chest. Naturally, no one knows what grumbles are coming up next, and so must ‘take a punt’ on which one will be best for them; there are also some grumbles that affect everyone and these will be more hotly bid for.

5. The auction ends when all cards are bought or passed in.

DISCUSSION SUGGESTIONS

• What goals did you have? What grumbles did you buy? Why did you think those grumbles posed obstacles to achieving your goals? Was the grumble you bought the greatest obstacle facing your goal? If not, what do you think is?

• We can’t actually ‘buy off’ too many obstacles that face our goals in real life but instead have to face and deal with them. Brainstorm some effective strategies that we can use to deal with obstacles, e.g. time management, being flexible, reprioritising, acceptance, setting milestones.

• Choose a few samples of goals that students are willing to discuss. Using the whiteboard, have the class come up with two parallel lists under each goal: ‘Obstacles’ (events that the class thinks could threaten the achievement of the goal) and ‘Strategies’ (thoughts and actions that might help the student in question overcome stated obstacles and continue striving to achieve their goal).

• Discuss how you can apply these strategies in your everyday life.
Grumble Auction – Grumble Cards

**ACTION**

Copy/print this sheet then, using scissors or guillotine, cut along the dotted lines to separate cards. Check cards prior to distributing to ensure they suit your students. Feel free to create your own cards.

<table>
<thead>
<tr>
<th>Traffic Jams</th>
<th>Phone Bills</th>
<th>Road Works</th>
<th>Society Not Considerate Enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad Manners</td>
<td>Unfair Expectations</td>
<td>Not Enough Focus</td>
<td>Driving Tests</td>
</tr>
<tr>
<td>Uni Entrance Scores</td>
<td>Not Enough Money</td>
<td>Lack of Respect</td>
<td>No Time for Fun</td>
</tr>
<tr>
<td>Work Eats Too Much Time</td>
<td>No Time for Study</td>
<td>Can’t Afford a Car</td>
<td>No Time to Exercise</td>
</tr>
<tr>
<td>Holidays Are Too Short</td>
<td>Being Held Back</td>
<td>Losing Time to Illness</td>
<td>Can’t Decide What to Do</td>
</tr>
<tr>
<td>Nowhere Fun to Go</td>
<td>Not Challenged Enough</td>
<td>Need New Opportunity</td>
<td>Can’t Afford Stuff</td>
</tr>
<tr>
<td>No Time to Eat Right</td>
<td>Am Trying to Do Too Much</td>
<td>Not Inspired Enough</td>
<td>Not Enough Support</td>
</tr>
</tbody>
</table>
Hard Choices

ACTIVITY: ‘HARD CHOICES’

TIME: 20+ minutes
SIZE: For pairs
SPACE: For pair/s to sit opposite
RESOURCES: Overhead Transparency (p.68 or SenseAbility CD), pens, paper

The aim is to place students in an imaginary situation where their Sense of Purpose must encompass individual purpose and common purpose.

The result should be class discussion about how Sense of Purpose is based on, and underpinned by, our values and beliefs.

1. Project the Hard Choices Overhead Transparency.
2. Either break the class into pairs, or select a pair to perform in front of the class.
3. Explain the scenario: the pair plays two criminals who have been arrested on suspicion of involvement in a jewellery heist. There is not enough evidence for charges yet, so the two have been separated and each offered the same deal by police:
   - if you testify against your co-accused and he/she remains silent, you go free and your co-accused gets 10 years’ jail
   - if you both remain silent, you both get six months’ jail on a minor charge
   - if both of you ‘betray’ one another (i.e. both agree to testify) then you both receive a five year sentence.
4. Allow the pair/s two minutes to deliberate. Naturally, they are not allowed to speak with one another during this time.
5. Announce ‘decision time’ and each ‘crim’ must write down either ‘testify’ or ‘silent’ without the other seeing. Slips of paper are placed face down between them.
6. Allow the pair to read each other’s decision, and discover what fate awaits them.
7. Variation: break into teams of four, so each ‘crim’ has a ‘lawyer’ with whom they can consult for advice.

DISCUSSION SUGGESTIONS

• How difficult was it to weigh up individual Sense of Purpose (i.e. stay out of jail) against a group Sense of Purpose (i.e. minimise time in jail for you both)? What decision-making factors played in your mind?

• Even though this is make-believe and you are not a jewel thief, how did your own value system (i.e. your own sense of what is right and wrong, and what is fair and decent) factor in your decision making?

• Discuss how sometimes we have to make decisions that impact both ourselves and others. Brainstorm some real life (and lawful!) examples.

• Discuss how our Sense of Purpose reflects our values and beliefs, and how the things we aim to achieve reflect the things that give our lives meaning. How can a strong Sense of Purpose stand by us in uncertain circumstances?
YOU ARE two criminals: ‘A’ & ‘B’. YOU have been arrested on suspicion of involvement in a jewel heist.

The police don’t have enough evidence to charge either of you with armed robbery; however, they do have enough to charge both of you with a minor crime.

YOU have been separated and are being offered two choices: stay silent, or betray your co-accused.

**POSSIBLE CONSEQUENCES**

<table>
<thead>
<tr>
<th>‘A’ remains SILENT</th>
<th>‘B’ remains silent</th>
<th>each serves 6 months jail</th>
<th>‘B’ betrays ‘A’</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’ betrays ‘B’</td>
<td></td>
<td>‘A’ gets 10 yrs</td>
<td>‘B’ goes free</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘B’ gets 10 yrs</td>
<td>each serves 5 years jail</td>
</tr>
</tbody>
</table>

**ACTION**

Copy/print onto transparency and project during activity.

**HARD CHOICES**
Heart of the Home

ACTIVITY: ‘HEART OF THE HOME’

TIME: 10–15 minutes
SIZE: Large groups/whole of class
SPACE: Seating room
RESOURCES: Pens, paper, hat/bucket

The aim is for students to use comparisons with functional objects to encourage thought about unique personal qualities and strengths.

The result should be an enhancement of thinking skills used to help challenge negative self-talk and to promote positive feelings about Sense of Purpose.

1. Conduct a brief discussion about kitchens. Every home has one – basic or grand – and each is populated with all sorts of utensils. Consider brainstorming a quick list, perhaps under groupings like: Essential (e.g. cutlery, frypan); Useful (e.g. blender, grater); Specialty (e.g. egg-slicer, olive pitter).

2. Students then think about which kitchen utensil they’d see themselves as. Have them write it on a slip of paper without their name. No talking! Allow one minute.

3. Put the slips in a hat or bucket and then have students each pick out a slip to read aloud. The class then guesses who may have written about the utensil in question and why.

4. Students unwilling to admit to authorship do not have to, but those willing to share can give their reasons (e.g. ‘I chose ‘chopping board’ because I am resilient and reliable.’).

DISCUSSION SUGGESTIONS

• How easy/hard was it for people to think of themselves in terms of a utensil? Why was it easy/hard?

• Was it easy or difficult to attribute utensils to individuals? Why/why not? What does that say about the individual? What does that say about the guesser?

• Every utensil has a purpose, whether it is used daily or rarely. Sometimes our own Sense of Purpose is clear early on or every day, but sometimes it becomes apparent only in certain circumstances, such as ... (brainstorm situations).

• Was your utensil’s purpose in any way similar to the way you see your own purpose in life? Is there another device – not necessarily in the kitchen – that more closely reflects how you see your own purpose in life?

• Utensils don’t have moral codes, ethics, or desire to help other utensils. How are you different from the utensil you selected? How do your values/beliefs/personal code shape what you do?

• How can you apply the skills used in this activity in your day-to-day life?
Holidays are Horrid

ACTIVITY: ‘HOLIDAYS ARE HORRID’

TIME: 15+ minutes
SIZE: For pairs
SPACE: Room for pairs to work
RESOURCES: Topic Cards (p.71 or SenseAbility CD), pens, paper, coin

The aim is for participants to look at single events from different perspectives. The result should be an appreciation that events can be viewed in a number of ways, and that flexible thinking is very important to Sense of Purpose when dealing with uncertainty.

1. Break the class into pairs.

2. Each pair is given a Topic Card.

3. Each pair flips a coin: Heads = good things; Tails = bad things.

4. Partners now have five minutes to list either the good things or the bad things about their topic. For example, holidays are good because I get to spend time with my family; holidays are horrid because they mean I have to do a lot of chores around the house.

5. At the end of five minutes, allow pairs to see each other’s work. Have pairs highlight the five best and worst points about their topic. (Heads the best and tails the worst)

6. Come together as a class for discussion, during which students may choose to share their lists.

DISCUSSION SUGGESTIONS

• Was it easier to think positively about the topics, or critically? Why might that be? What might that say about you?

• Did any pairs come up with the same answer about their topic, albeit from different perspectives?

• Why might it be helpful to have the ability to look at events from different perspectives?

• How is it that one person can see something as bad, yet another will see it as good (e.g. one person may think one aspect of holidays is the worst part, yet another may think that same aspect is the best part)?

• Why is helpful thinking beneficial to a strong Sense of Purpose, particularly when life throws unforeseen challenges at you?

• Brainstorm some real-life incidents where helpful thinking and regarding events from fresh perspectives might be beneficial for emotional and mental wellbeing.
Holidays are Horrid — Topic Cards

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

HOLIDAYS | BICYCLES | FAMILY GET-TOGETHERS | PETS
---|---|---|---
GARDENING | PART-TIME JOBS | HOME COOKING | BIRTHDAY PARTIES
SWIMMING POOLS | CREDIT CARDS | OVERSEAS TRAVEL | CHARITIES
TV SITCOMS | ‘CLASSIC’ NOVELS | HERBAL TEA | MEETING STRANGERS
ON-LINE NETWORKING | NEW KIDS AT SCHOOL | DRIVING TESTS | FASHION LABELS
TRAFFIC JAMS | TRAIN DELAYS | HOT SUMMER DAYS | SHARKS
ELECTION DAYS | COMPULSORY SUBJECTS | FIRE ALARM DRILLS | NOSY NEIGHBOURS
DISCUSSION SUGGESTIONS

- What did you think and feel when you were told the aim of the game? How did those thoughts and feelings change when you learned you had to use your non-dominant hand?

- What strategies did you use during the game? How might you have thought/acted differently if you’d been able to use your dominant hand?

- Do you know anyone who has faced similar adversity in real life? What happened? How did they cope? Did their goals change, or did their strategies for meeting the goals change?

- What thinking skills are important in the face of uncertainty and change? What can you do to build and strengthen those skills?
## I’ll Cope – Subject Cards

**ACTION**

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

<table>
<thead>
<tr>
<th>WEAK AT THE KNEES</th>
<th>FIRE ALARM</th>
<th>SAUSAGE SIZZLE</th>
<th>DIVING SUIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMOKE DETECTOR</td>
<td>RAINWATER TANK</td>
<td>BANK ROBBERY</td>
<td>CASTING CALL</td>
</tr>
<tr>
<td>LAMINGTON DRIVE</td>
<td>CREDIT CARD</td>
<td>TRAVEL AGENT</td>
<td>FOLK SINGER</td>
</tr>
<tr>
<td>HORROR MOVIE</td>
<td>TAX RETURN</td>
<td>FLAT TYRE</td>
<td>COIN COLLECTOR</td>
</tr>
<tr>
<td>TANDEM PARACHUTE</td>
<td>COLOURED PENCILS</td>
<td>CAFE SOCIETY</td>
<td>COMPACT DISC</td>
</tr>
<tr>
<td>MOBILE PHONE</td>
<td>WOOLLEN JUMPER</td>
<td>ELECTRIC FRYPAN</td>
<td>WILDLIFE PHOTOGRAPHER</td>
</tr>
<tr>
<td>INFLATABLE BOAT</td>
<td>PIZZA DELIVERY</td>
<td>ENGAGEMENT RING</td>
<td>REMOTE CONTROL</td>
</tr>
</tbody>
</table>
In Summary

ACTIVITY: ‘IN SUMMARY’

TIME: 15+ minutes
SIZE: Individuals
SPACE: Room for individuals to work
RESOURCES: Paper, pens

The aim is for students to bring to mind things that add value and meaning to their lives.
The result should be discussion about the many facets that make up a solid and resilient Sense of Purpose.

NB: This is a deceptively simple activity that is worth revisiting as students’ understanding of the value of Sense of Purpose deepens.

1. Create a calm, introspective mood.

2. Write up the Chinese proverb: ‘The journey is the reward.’ Discuss how this can mean it is good to have goals, but the way you reach those goals (rather than reaching or not reaching them) is often what shapes and satisfies a person.

3. Ask students to think about themselves as they are at this point in time: studying at school, maybe working a part-time job, possibly with commitments at home (e.g. looking after a brother or sister, helping with chores), and trying to balance all those with sport, friendships and leisure. What do they enjoy most? What do they value? What activities give them a real sense of achievement? What events do they look forward to every week? What people, things and thoughts inspire them? What personal code, or ethical rules, do they believe in and live by? Ask them to jot down these thoughts as they occur to them.

4. Now ask students to picture themselves in five years’ time. Where are they? What are they doing? Are they working or studying in a field that draws on their interests? Are they being challenged? Having fun? Making money? Feeling fulfilled? Making a difference to someone else? How have they changed from the person they were five years ago, sitting in a classroom, thinking about the future? What happened to them on the journey to get there? Were their beliefs and personal codes tested? Strengthened? Ask students to jot down their thoughts.

5. Ask students to think up one word that sums up where they want to be in five years’ time. Examples might include happy, fulfilled, respected, generous, valued, understood, satisfied, and energised.

DISCUSSION SUGGESTIONS

• Ask students willing to do so to share their jottings with the rest of the class.

• Sense of Purpose is a very individual thing. How did your values (i.e. the things you find important) inform your thoughts on where you would be in five years’ time?

• Did anyone find it difficult to picture things you enjoy doing now? Why might that be? What steps could you take to help find more meaning in your everyday life?

• Did anyone find it difficult to imagine where you’d be in five years? Why might that be? What mental obstacles did you find your imagination came up against? What strategies could you employ to move (or move around) those obstacles?

• Discuss the importance of flexibility and how our Sense of Purpose can change over time; it adjusts as we grow, learn, and experience life.
**ACTIVITY: ‘INTERFEROMETRICALLY’**

**TIME:** 10–15 minutes  
**SIZE:** For pairs (but can be engaging for groups of any size)  
**SPACE:** For pairs to work  
**RESOURCES:** Pen, paper, dictionary

The aim is to place students in a situation where achieving a goal is difficult due to uncertainty.  

The result should be fruitful discussion about the value of helpful thinking in changing situations.

1. Break the class into pairs and seat pair/s opposite one another.
2. Flip a coin or ‘paper-scissors-rock’ to determine which partner goes first.
3. The ‘first’ student will say a letter of the alphabet (e.g. ‘b’).
4. The other must then add a letter in an attempt to spell a word (e.g. ‘e’).
5. The pair go back and forth adding letters – e.g. b-e-a-c-h ...
6. The aim is NOT to be the last person stuck on the word, i.e. to keep adding letters to create legitimate words (e.g. b-e-a-c-h-s-i-d-e-s). However, the person who finds they can add no more letters is the loser of the round.
7. Continue to choose a winner: best out of three or five rounds.
8. A Dictionary is handy to have as adjudicator. Someone suggesting a letter that will result in a misspelt word (e.g. a-p-p-r-o-p-r-e) loses the round.

**DISCUSSION SUGGESTIONS**

- This activity is about reaching a goal despite the unpredictability of circumstances (i.e. what the other person might come up with). Naturally, this activity suited people who are good spellers. But what other thinking skills were useful?

- Were there any people who thought unhelpfully when the activity was announced (e.g. people for whom spelling is not a strong point)? What thoughts went through your head? Were these unhelpful thoughts an asset in the activity? Why not?

- In what ways can unhelpful thoughts undermine your Sense of Purpose? How can unhelpful (especially self-critical) thoughts prevent you from reaching goals?

- Brainstorm some real-life circumstances where helpful thinking can build Sense of Purpose, and where unhelpful thinking can knock down or diminish Sense of Purpose (e.g. when preparing for a job interview).
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.
**DISCUSSION SUGGESTIONS**

- Who succeeded in getting their ‘goals’ into the ‘Future’? What was your strategy? Did it rely on luck, skill, help-seeking, or all of the above? How did thinking skills compensate people who, for instance, didn’t think they possessed good throwing skills?

- Was it easy or difficult to come up with five goals that would be meaningful to you? Why/why not? Anyone willing to share their goals might do so.

- Why does flexible thinking complement a strong Sense of Purpose?

- Why is flexible thinking important as you work toward your goals? In what circumstances might flexible thinking be especially important?

- Discuss why flexible thinking is important to supporting your Sense of Purpose e.g. it assists you to capitalise on your strengths, helps you compensate for areas you may not be as strong in, and assists you to find new ways forward when circumstances change.
That Changed My Life

ACTIVITY: ‘THAT CHANGED MY LIFE’

TIME: 15+ minutes
SIZE: Groups of three to five
SPACE: Room to form small working circles
RESOURCES: Inspiring Stories (p.79 or SenseAbility), or relevant news/magazine clippings

The aim is to consider the stories of real people who have overcome adversity due to their strong Sense of Purpose.

The result should be an increased awareness that a strong Sense of Purpose is important for setting and achieving goals, for weathering unforeseen events, and for finding meaning even in unlikely circumstances.

1. Break the class into groups of three to five.
2. Distribute to each group either news/magazine clippings or printouts of the Inspiring Stories resource sheet.
3. Members of each group read the article they’ve been given and consider:
   - How would you describe this person’s Sense of Purpose?
   - What things contributed to the person’s Sense of Purpose prior to the event in question?
   - What happened that changed or threatened their Sense of Purpose?
   - How did the person change, regain, or rely on their Sense of Purpose?
   - What might the person have been thinking and feeling: before the event; during the event; after the event? What actions did he/she take as a result of those thoughts and feelings?
   - How did the person challenge unhelpful thoughts?
   - If your group had a friend facing a similar situation to this person’s, what might you say to them? Who would you suggest they seek help from?
4. Each group selects a spokesperson/s to summarise to the wider class:
   - The inspirational story they were given.
   - How the person’s Sense of Purpose was threatened.
   - How their Sense of Purpose was changed (including strengthened).
   - How helpful and realistic thinking allowed the person to refocus on goals after the life-changing event.

DISCUSSION SUGGESTIONS

- What elements were common to these stories about Sense of Purpose?
- How can your Sense of Purpose change over time? Is it okay for your goals to change?
- What thinking skills can you use to bolster your Sense of Purpose?
- What is the difference between being single-minded (or obsessive) and having a strong Sense of Purpose? Discuss specific examples (e.g. Nelson Mandela, early Antarctic explorers) Were they single-minded, or did they simply possess a strong Sense of Purpose?
Ishmael Beah had a fairly happy, if poor, childhood in Sierra Leone when civil war began raging through the country. Aged 12, Ishmael and friends went to a neighbouring town to attend a talent contest. On their way home, they learned that their home village had been attacked, and returned to horrific scenes of violent death. Ishmael wandered for months before discovering his family had been burned to cinders. With no family, Ishmael was easily recruited as a child soldier.

Ishmael survived to be rescued by the UN, and was slowly rehabilitated from the drugs and violence that had been essential to his survival, and has since written a book about his life.

Dr Ian Gawler was an ambitious young veterinarian and athlete, but at age 24 he was diagnosed with bone cancer in his right leg. That leg was amputated at the hip. A year later, the cancer had spread to Ian’s pelvis and chest. He was told there was nothing that could be done for him and, eventually, that he had only weeks to live.

But Ian was not ready to die. He began studying meditation and developed a healthy diet that he adhered to strictly. He continued to research the disease, eat well, think constructively and concentrate on healing himself.

Against all the odds, Ian’s cancer retreated. He was eventually declared clear of cancer and went on to become a successful author and mentor to other cancer sufferers.

Grace Bowman was keen on horses since she was a little girl. By age 12 she’d become a champion horsewoman. But then she suffered an accident in 2002, and was left a paraplegic as a result of a severed spinal cord.

Grace had many excuses to give up. But was determined to regain her independence and get back in the saddle. After three months in hospital, Grace found the skills and strength to return to the sport she loves.

Grace describes herself as a normal teenager, and in many ways she is exactly that. But she is also a member of the Australian Paralympic Equestrian Squad, and competed in the 2008 Paralympics.

In 1995, Major Glenn Todhunter was enjoying his dream job as an ambitious Blackhawk pilot. Flying was Glenn’s passion: he’d earned his student’s pilot licence at age 16, and after joining the army became a junior officer, with flight responsibility. But everything changed dramatically when an aircraft he was training in crashed from a height of 70 m.

Glenn was on life support for several days and both of his legs required amputation below the knee. He was in hospital for months, and faced the prospect of never flying again. But he was determined to return to the air, and underwent the painful process of mastering his prosthetic limbs. He then reacquired his pilot’s licence and was flying just 18 months after the accident.

After being told he would never fly again, Glenn returned to the controls of a Blackhawk, and became the only bilateral amputee actively serving in the world, a first since Sir Douglas Bader in WWII.
ACTIVITY: ‘TOWERS’

TIME: 15+ minutes
SIZE: Small groups
SPACE: Clear room for small groups to work
RESOURCES: Wild Cards (p.81 or SenseAbility CD), dried spaghetti, marshmallows, paper cups, tape measure, golf ball, bucket

The aim is to involve students in an activity that is made more challenging by unexpected circumstances. The result should be discussion about the importance of helpful and flexible thinking to Sense of Purpose.

1. Each student selects a Wild Card from the bucket, and puts it, unread, into their pocket.
2. Break the class into teams of three to five. Aim for the same number in each team.
3. Give each team an identical number of dried spaghetti sticks (15–30) and marshmallows (10–20) and one paper cup.
4. Explain the objective: each team is to build as high a tower as possible out of spaghetti and marshmallows (with paper cup at top) that will support a golf ball. They have 10 minutes to do so.
5. At the five minute mark, have every student pull out, read, and obey their Wild Card instructions (e.g. ‘You must stand on one leg for one minute’) as they continue to build their tower.
6. At 10 minutes stop the clock and test every completed tower with the golf ball. Praise every attempt!

DISCUSSION SUGGESTIONS

- Ask the successful teams to explain their strategies. Discuss how/why things went wrong for the unsuccessful teams.
- What went through your mind when you read your Wild Card? How did that make you feel? How did those thoughts affect your Sense of Purpose?
- What thinking skills worked best when dealing with the Wild Cards?
- Would this activity have been harder if you’d been working alone? Why/why not?
- In what ways might this activity be like real life?
- What strategies can you brainstorm to promote helpful thinking to bolster your Sense of Purpose?
- Brainstorm some real-life examples that this exercise might be a small echo of (e.g. completing a new house just before a freak storm destroys it). How would Sense of Purpose help you decide whether to continue or give up (e.g. rebuild or not rebuild your destroyed home?)
ACTION

There are 27 cards on this page. Copy/print out sufficient pages to allow one card per participant. Then use scissors or guillotine to cut along the dotted lines to separate each card.

<table>
<thead>
<tr>
<th>Action</th>
<th>Card</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>You slowly collapse as if unconscious. Remain so for a slow count of 20.</td>
<td>△</td>
<td>For the next minute, you must respond to any question with “You bet!”</td>
</tr>
<tr>
<td>Have a leadership vote. If there is a tie, ‘paper-scissors-rock’ for winner.</td>
<td>△</td>
<td>Announce loudly that you wish to be leader of the group!</td>
</tr>
<tr>
<td>You lose the use of your LEFT arm for the next minute.</td>
<td>△</td>
<td>Stop whatever you are doing and SLOWLY remove your shoes.</td>
</tr>
<tr>
<td>You lose the use of your RIGHT arm for the next minute.</td>
<td>△</td>
<td>You must screw your eyes shut and keep them shut for a slow count of 20.</td>
</tr>
<tr>
<td>You lose the power of speech for the next minute.</td>
<td>△</td>
<td>Your legs become like jelly: they cannot support you for 1 minute.</td>
</tr>
<tr>
<td>Loudly announce your favourite food then ask your teammates theirs.</td>
<td>△</td>
<td>For 1 minute, follow any teammate’s statement by saying: ‘I don’t get it.’</td>
</tr>
<tr>
<td>For 1 minute your hands are ‘glued’ to a teammate’s shoulders.</td>
<td>△</td>
<td>For the next minute, you can only speak in gobbledygook.</td>
</tr>
<tr>
<td>For the next minute, every time someone in your team speaks, roll your eyes and sigh.</td>
<td>△</td>
<td>For the next minute, whistle ‘Greensleeves’ or ‘Three Blind Mice’.</td>
</tr>
<tr>
<td>Refuse to move a muscle until a team mate makes you laugh.</td>
<td>△</td>
<td>Make up nicknames for your team mates and stick with them.</td>
</tr>
<tr>
<td>You can only walk BACKWARDS for the next minute.</td>
<td>△</td>
<td>You must avoid making any references to colours (e.g. cannot say ‘green’).</td>
</tr>
<tr>
<td>For the next minute, every 10 seconds you must shout ‘Oogah!’ at one of your team mates.</td>
<td>△</td>
<td>For 1 minute, keep as much distance as is practical between yourself and your tallest teammate.</td>
</tr>
<tr>
<td>Avoid eye contact with your teammates for the next minute.</td>
<td>△</td>
<td>You lose the use of your LEFT leg – you must stand/hop on your RIGHT.</td>
</tr>
</tbody>
</table>
Two Cafes

ACTIVITY: ‘TWO CAFES’

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

The aim is for students to use prioritising, problem-solving, and perspective-taking skills to reach a desired goal.

The result should be fruitful discussion about the thinking skills that help build and maintain a healthy Sense of Purpose.

1. Break the class into small groups/teams.

2. Each team is the owner of a new cafe that will open in a month’s time. Every team’s cafe will be in the same part of town. Give teams a minute to think up names for their cafes.

3. Have each team write a list of its objectives for their cafe. They can range from the obvious (e.g. make money, stay in business) to the subtle (e.g. win dining awards, expand diners’ palates, create exciting new cuisines). Have them highlight their top three goals.

4. Now have each team list the things that might threaten all their goals – these obstacles will vary widely, but will doubtlessly include ‘competition’ from other teams’ cafes. Have teams highlight their top three obstacles.

5. Have each team consider and list short-, medium-, and long-term strategies to deal with their three key obstacles. Are these solutions realistic? Affordable? Do they have the resources to implement them?

6. Now allow cafe teams to mingle with one another. Don’t fix an agenda for this, but allow them to pitch each other their ideas and menus, and perhaps even to make ‘deals’ with one another (e.g. You stick to Greek cuisine and we’ll stick to Asian).

7. Allow a couple of minutes for teams to revisit their goals/obstacles and then commence class discussion.

DISCUSSION SUGGESTIONS

• What did teams name their cafes? Why? What is your ‘signature’ or point of difference?

• What did teams decide were their key goals? (Consider listing on whiteboard.)

• What were their three chief obstacles? (Consider listing on whiteboard.)

• What were the three solutions to those threats? (Consider listing on whiteboard.)

• Did any of the goals, obstacles or solutions change after you mingled with the owners of other cafes? Why/why not?

• How many teams considered treating other teams as allies instead of adversaries? How might this way of thinking prove helpful?

• What thinking skills did you employ in this activity that you might be able to apply to other areas of your life?
DISCUSSION SUGGESTIONS

• How difficult was it to imagine not only yourself in 50+ years, but the kind of life you might have led? What mental obstacles did your imagination face? What strategies might work for getting around those blocks? How could you employ those strategies in your thinking in your day-to-day life now?

• How did the process make you link events (i.e. goals or achievements) with values (i.e. the things that are important to you)? What does this say about your own unique Sense of Purpose?

• How important are good relationships – with family, friends, peers, teachers, strangers – to Sense of Purpose?

• Even famous people who achieved significant things (e.g. Leonardo da Vinci, Stephen Hawking) regularly faced setbacks in their lives. How did their Sense of Purpose help them overcome those setbacks? What lessons do their examples give you that you can apply in your own life?
The Word Thief

ACTIVITY: ‘THE WORD THIEF’

TIME: 20+ minutes
SIZE: Groups of four
SPACE: Room for small groups to work
RESOURCES: Paper, pens

The aim is to place obstacles in front of students who share a common goal, and to give them an opportunity to work together to achieve their objective.

The result should be rewarding discussion about the important roles that help-seeking and support play in creating a Sense of Purpose.

1. Explain what a haiku is (example below): 17 syllables over 3 lines: 5, 7, 5.
2. Have everyone write a haiku about something that gives meaning to their life.
3. Now explain that you are a word thief, and you are going to steal all but four words in their haikus – give students one minute to choose which four words they want to keep.
4. Invite students to find a partner. These pairs can now add their four words together to make eight. (Pairs try to use these eight words to write another haiku if they have sufficient syllables.)
5. Have each pair now join up with another pair, to make quartets. Have everyone in each quartet use their cache of 16 words to write a haiku – it should be about something that gives all of their lives meaning.
6. Have students willing to share their haikus (and attendant meanings) read them to the rest of the class.

EXAMPLE
Heron is flying
White wings arc across the sky
Pale parentheses.

DISCUSSION SUGGESTIONS

- What went through your mind when asked to create a haiku with only four words? Were those thoughts helpful or unhelpful?

- How much easier was it to achieve the goal when you had the assistance of another person? And then another two people? What was the cost of this assistance (e.g. you could not choose the words they brought to the table)?

- How different was the process of creating a haiku with a palette of 16 words than creating it with your entire vocabulary? Were you still able to express meaning in your poem? How might this be similar to when some of your options in life are no longer available to you?

- Some goals are not achievable without the assistance of others. How do we know when to seek help in achieving our goals? What thinking skills allow us to seek help at the right time?
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 Purpose (or meaning) plays an important role in good mental health and wellbeing. A strong Sense of Purpose has been associated with greater life satisfaction (Pan, Wong, Joubert, & Chan, 2008), better health behaviour (Park, Edmonson, Fenster, & Blank, 2008), and wellness (Ryff & Singer, 1998). A small sample of research articles supporting the importance of Sense of Purpose is listed below. For those who would like to read more on the evidence supporting the other senses, please see the individual Sense modules.

### Literature and research on cognitive-behavioural principles
- 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.
- Adolescents with negative cognitions about themselves, their world, or the future were more vulnerable to depression.
  - Jaycox, Reivich, Gillham, & Seligman, 1994

### Literature and research on positive psychology
- A collection of individual papers that cover many broad areas on topics such as identifying strengths and subjective wellbeing.
  - Snyder & Lopez, 2005
- An introduction to the area of positive psychology. An evaluation of interventions in positive psychology.
  - Seligman et al., 2000, 2005

### Literature and research on Sense of Purpose (or meaning)
- An examination of how meaning in life, described as having personally significant goals, contributes to positive experiences and a positive life.
  - Emmons, 2003
- Purpose in life and the capacity to make sense of experiences may serve to sustain hope for the future.
  - Frankl, 1974
- Fry examines the development of personal meaning and wisdom in adolescence, suggesting the role of mentors, tutors and nurturant adults is core to such development.
  - Fry, 1998
- A strong sense of meaning in life was associated with more positive life satisfaction for university students studying abroad. Meaning in life was also found to mediate the role between acculturative stressors and life satisfaction.
  - Pan et al., 2008
- Poor sense of meaning in life was associated with negative health behaviour in middle-aged survivors of cancer.
  - Park et al., 2008
- In a study of patients dealing with congestive heart failure, it was found that meaning in life was related to more positive mental and physical health-related quality of life.
  - Park, Malone, Suresh, Bliss, & Rosen, 2008
- Ryff and Singer examine the literature and research on the importance of life purpose in health proposing that ‘seeing life as purposeful and meaningful [is] a critical feature of human wellness’ (p.7).
  - Ryff & Singer, 1998
- Strong relationships have been found between a sense of meaning in life and a number of different measures of psychological wellbeing.
  - Zika & Chamberlain, 1987, 1992

### Suggested reading
- ‘The positive educational practices framework: A tool for facilitating the work of educational psychologists in promoting pupil wellbeing.’
  - Noble & McGrath, 2008
Reference List


