 A purposeful and meaningful life

Duration: 45 minutes

Purpose of the task

Having a holistic view of life is all about working on each aspect of life to the best of your ability and being supported to do so. This includes social, emotional, physical, and spiritual aspects of life. Establishing meaning and purpose for one’s life allows individual’s to focus on each of these aspects of health and find what makes an individual happy and keeps them focused. This focus helps to create a meaningful life and as a result wellbeing will be boosted.

Course outcomes

1.3 Build positive thinking, self-belief and a sense of empowerment to take action to promote meaningful futures for self and others.

4.1 Demonstrate capacity to build resilience and adapt to manage current and future challenges.

4.2 Propose, apply and evaluate solutions to take action to lead and contribute to healthy, safe and meaningful lives.

What do we want students to know, understand or be able to do?

* Develop a holistic view of health, accounting for the interrelationship between the aspects of health.
* Reflect on what makes their own life meaningful and propose what a meaningful life will look like in the future.

Required resources and materials for preparation

Student activities are set around:

* small group
* individual activities
* offline
* online

Equipment required:

* post-it-notes
* butchers Paper (13 sheets)
* pens/ textas
* access to the internet and laptop/tablet/phone
* my meaningful life worksheet

Suggested content

| Learning context | Content |
| --- | --- |
| Mental health and wellbeing  Focus: Developing self-efficacy and mental fitness | Building resilience   * recognising achievements and successes   Self-awareness and self-regulation   * perspective taking * holistic view of life   Positive wellbeing   * establishing meaning and purpose for life * accomplishment |
| Independence  Focus: Building self-concepts and independence | Self-management   * using mind-sets for motivation and achievement, e.g. growth mind-set * responsibility for self and actions |

Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of Life Ready sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of Life Ready can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of Life Ready may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the Life Ready program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the Life Ready program they are concerned about. A sample information letter is available on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Learning experiences

Brainstorm: what is meaning? what is purpose?

* Students use post-it-notes (offline or online) to record their ideas of ‘meaning’ and ‘purpose’.
* Responses are collected, and students volunteer to read out 3 responses from the post it notes and discuss as a whole group.

Jigsaw

* Students work in groups of 6, with each student in the group numbered 1-6. All students with number 1, group together, all students with number 2 group together etc.
* Each group is assigned one of the 6 ‘meaningful questions’ (listed below) and works with one piece of butchers’ paper and pens/textas.

**Meaningful questions:**

What would your perfect day look like?

What do you really love in life?

What has been your greatest achievement so far in life?

What would you stand for if you knew you were not going to be judged for it?

Who would you travel the world with?

What would you choose to do if you had no limits in life?

* Each group has 4 minutes to write down as many ideas as they can to answer the question.
* Each student records their own ideas as shared in the group (so they can re share with their original group).
* Students re-group in to their original groups where each student takes it in turn to discuss their answers to their question.
* Whole group discussion on the responses to each question (or choose 2-3 questions to discuss depending on time).

What do you know? Holistic life

* Students record what they know about the term ‘holistic’ in 1 minute. What does holistic mean? Where have students seen it written? In what context is it used?
* As a whole group, discuss the group’s understanding of the term holistic. Clarify for the groups that the term holistic relates to the idea that things should be studied as a whole and not just as a sum of their parts. The parts are interdependent and reliant on each other making a whole.
* Create 5 graffiti sheets (e.g. 5 pieces of butchers’ paper around the room, an online space with 5 space/ boxes/ post its). Label each sheet with one of the 5 types of health:
  + physical health
  + mental health
  + social health
  + emotional health
  + spiritual health
* Students work in 5 groups to research one area of health. Students record the definition and at least two pieces of information on their graffiti sheet.
* Invite each group to present their information.
* Discuss each area of health as a whole group. In your discussion refer to how each area of health relates to another to create a holistic view of health, e.g. low mental health may impact on social health or low physical health may reduce ability to perform daily tasks and interact with others impacting on mental health, social health and spiritual health.

Graffiti walk: boosting our five areas of health

* Display the graffiti sheets from the previous activity for the group to view.
* Students explore each graffiti sheet. Students record as many ideas as they can think of that would boost that element of health to lead a more meaningful, holistic life. Students should consider individual, group and community activities.

Student worksheet

* Students complete the *My meaningful life worksheet*.

My meaningful life - worksheet

Complete the questions below:

1. How could you boost each area to live a holistic life? Record your ideas in the table below. List as many ideas and activities as you can think of to boost each of these areas of health

| Physical health | Mental health | Social health | Emotional health | Spiritual health |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. What are five things you believe in or stand for in life?

1. Finish the sentence:

My purpose in life is to

1. What are some of the ways you could increase meaning at school?