

**Beaconhouse Global Projects**

**Edition 3**

**SDG 3**

**Good health and well-being**

**Think  
Your  
Thing!**

How can I rise  
above my fears and  
doubts?

What gifts do I have  
that the world wants  
and needs?

To what or to whom  
do I feel deeply  
connected?

Does my life  
have meaning  
and purpose?

**A project for  
Secondary School Students**

For further queries and clarification please contact the Head Office Education Department  
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## PROJECT OVERVIEW

Promoting physical and mental well-being at all ages is a part of the sustainable development goals adopted by the UN in their 2030 Agenda. The World Health Organization defines mental health as a state of wellbeing, in which the individual realizes their abilities, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to their community.

Students undergo a major life transition as they prepare for high school and subsequently launch into the adult world. This transition is a moment when students become more aware and conscious of their surroundings and start their quest of finding meaning and purpose in life.

The quest for meaning is an innate human need and our sense of purpose is the principal environment for fulfilling that need. When individuals are pursuing a profound purpose that is personally important to them, they experience significant positive effects. These outcomes include increased levels of commitment,

**"The meaning  
of life is to find  
your gift. The  
purpose of life  
is to give it  
away."**

**-Pablo Picasso**



empowerment, satisfaction, and a sense of fulfilment.

Studies find that there is a strong connection between well-being and a purposeful life. A new study from University College London adds to the finding that people who believe their activities are more meaningful also tend to be healthier.

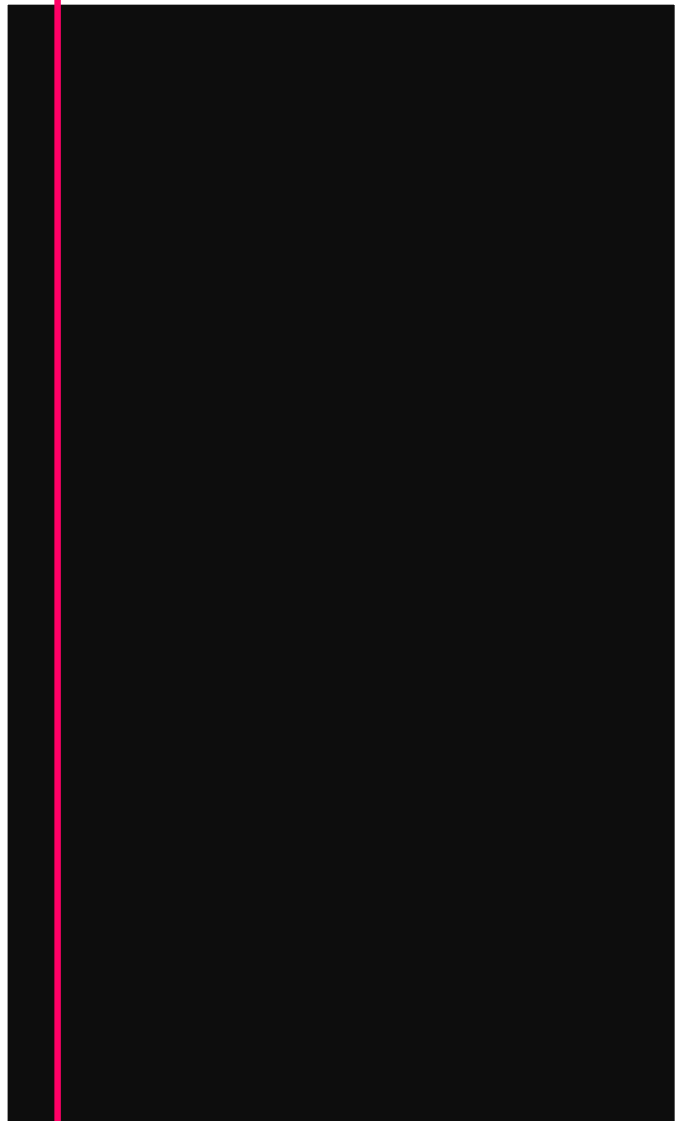
Through this project, students will attempt to collaboratively preserve this exciting journey through their through words and photos and curate these moments into a larger overall picture of their lives.



## PROJECT AIMS

The Beaconhouse Learner Profile aspires to create a community of learners who are empowered, inspired and aware. Very often, young adults who are starting to make their way around the world lose their sense of purpose when their journey of self-discovery is influenced by how/who others expect them to be. This is one of the main reasons why young adults experience increased levels of stress and depression.

This project is aligned with the learner profile and will enable the participants to embark on their journey of self-discovery as they launch into the adult world. Participating in this project will provide students an opportunity to become more aware of what is meaningful for them, understand that everyone has a unique sense of purpose and start their quest of finding their own meaning and purpose in life.

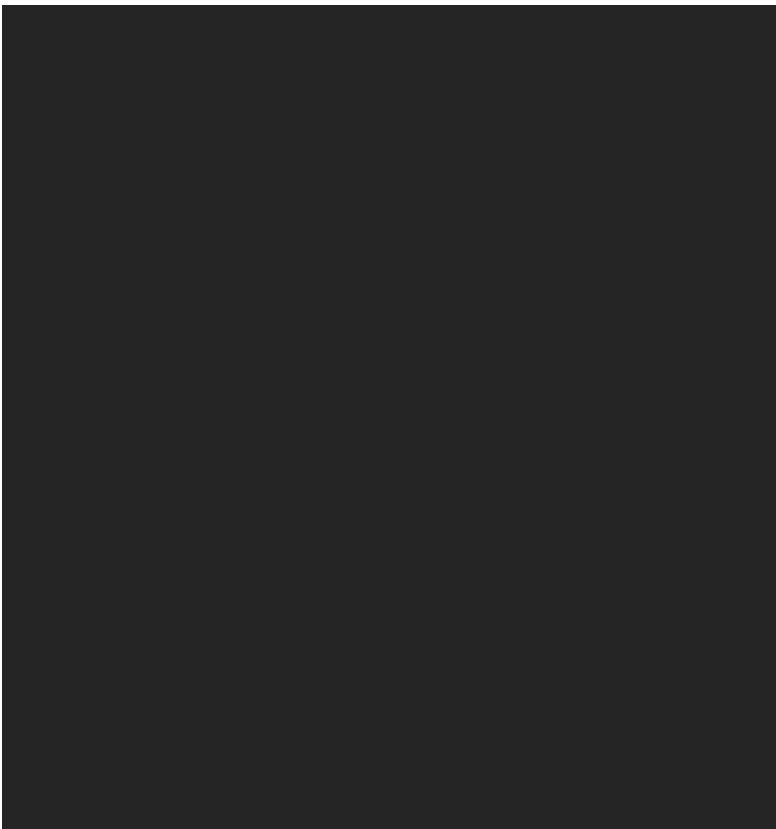




## OBJECTIVES

Students will be able to:

- Observe the things that happen in their lives, the people they meet, the places they are drawn to, and the dreams that greet them when they're asleep. During this process, they have to pay close attention to identify what keeps coming back.
- Reflect on their observations to learn what makes them feel connected, joyful, expressive, loving and purposeful.
- Creatively express their reflections by capturing, recording, drawing or writing about their experiences.
- Collaborate by connecting with like-minded people to create a virtual space showcasing their creative expressions.



### Participation

All Beaconhouse schools, National and International

### Age Level

This project is designed for students between the ages of 15 – 19

### Duration

4 months (Nov 21 – Feb 22)

### Project Outcome

The project's final outcomes can be in any form, for example:

- Photobooks
- Journaling
- Short films
- Zentangle Art

The final outcome will be shared via virtual exhibition, details of how to participate in the virtual exhibition will be sent to the schools.



## PROJECT SCOPE

In the first week after project selection, students will work independently to observe and reflect on what makes a meaningful life and what helps them achieve a sense of fulfilment. They will be required to record this journey through a medium of expression of their preference.

Later, they will virtually engage in dialogues with participants from other schools who may have chosen a similar overarching theme for their projects, (example: empathy, courage, optimism, freedom of expression, justice etc.) They will reflect on each other's ideas and decide which form of expression each one of them will choose to contribute to the theme.

Eventually, students will attempt to collaboratively preserve this exciting journey and curate these moments in a virtual space showcasing their creative expressions.



# SUGGESTED OUTCOMES

Participants of this project can select one of the following outcomes:

## 1. Virtual photo book

- Don't enter a battle without a strategy: decide a theme.
- Click your favourite photographs: each one telling a different story about the theme
- Connect each photograph to your stream of consciousness
- Get set – collaborate: share your ideas and photographs with fellow participants
- Select your Armor, personalize and launch: Choose the application to develop your photo book.
- Embrace variety
- Be original
- Stay critical about quality
- Stick to the theme

## 2. Write... and share!

*Don't tell it like it is, don't tell it like it was; tell it like you want it to be!*

**W** – What do you want to write about? What matters to you're the most? Link it to a theme and put it on paper.

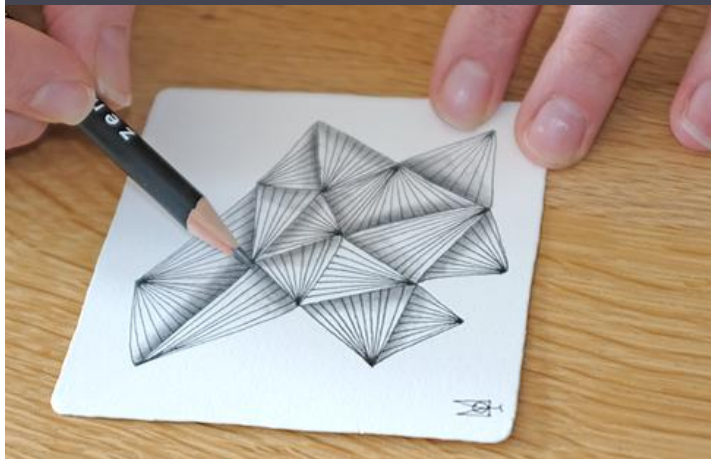
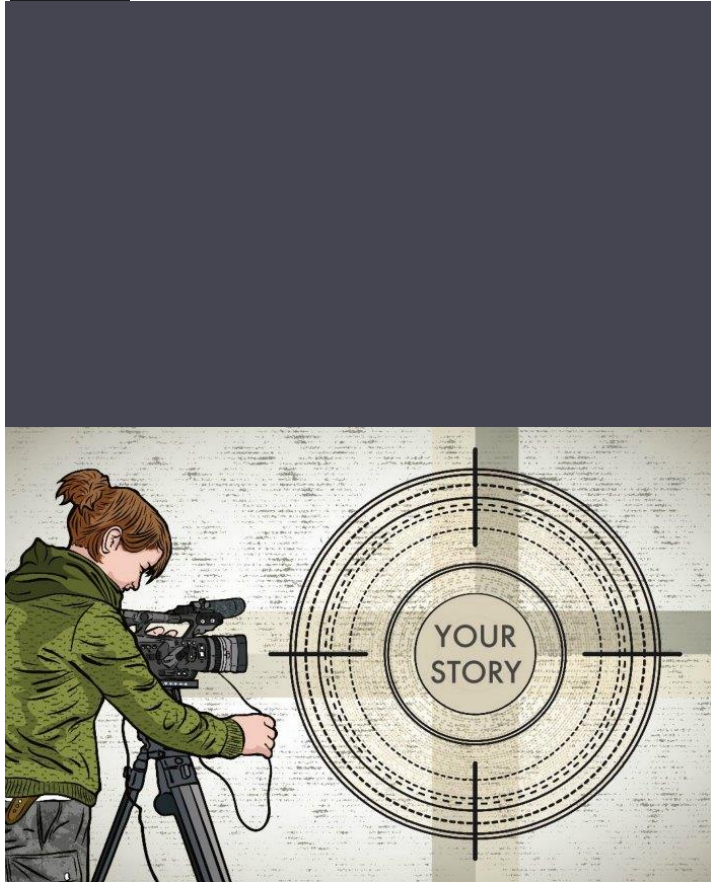
**R** – Review or reflect on it. Take a few moments to put your thoughts in perspective. Be mindful and keep writing.

**I** – Investigate your thoughts and feelings through your writing. Just keep going!

**T** – Time yourself to ensure that you write for at least 10-15 minutes at a time. Write every day!

**E** – Exit strategically and with introspection. Read what you have written and take a moment to reflect on it. Sum up your takeaway in one or two sentences. If you have any action items or steps you would like to take next, write them down too!





### 3. Short Film

Participants who choose this proposed outcome are to prepare a short film on “what makes a meaningful life” by following these essential steps:

- Choose a theme you feel most connected to
- Discuss with fellow participants
- Do your research
- Create an outline: Decide the structure and style
- Storyboarding; Keep it original
- Plan the shoot
- Shoot the plan
- Editing and rendering

Please ensure that the documentaries are not longer than 10 minutes.

### 4. Zentangle Art Book

Zentangle Art promotes concentration, creativity and at the same time increases personal well-being. Participants who choose this proposed outcome can get started by following these steps:

**Corner dots.** Afraid of the blank page? They instruct you to place a “light pencil dot” in each corner of a square paper.

**Border.** Connect the dots you just made with a line to create a square.

**String.** Separate the sections of your square with lines they call “strings.” The marks can be curvy, straight—whatever you like.

**Tangle.** A tangle is a sequence of simple strokes that make up a pattern. Draw these elements inside of the strings and borders. Be deliberate as you make your strokes and focus on the pen as you do so.

**Shade.** Add shading with a pencil to give your tile form.

**Appreciate.** Relish in the fact you made something!



## IMPORTANT NOTES

- Prior to the Projects commencement, the Project Coordinators in each School will create an online project group on either the Padlet or Trello, with all the names of the participants from the collaborating schools.
- Similarly the Project Coordinators, will schedule all online meetings on Google Meets for all introductory meetings, video watching, combined readings, discussions and project undertakings.
- All collaboration will take place under the supervision of the Project Coordinators
- All document, images and video exchanges will be through School Management who will then forward or upload on to the chosen medium online.
- Please note that any group that collaborates in absence of a school personnel will be disqualified and their project will not be accepted. Students and schools are strictly advised to follow Beaconhouse E-Safety policy.



## TIMELINE

Stage 1 (one week)	Meet and Greet	Introduce yourself and briefly discuss the reasons why you are interested in the project.
Stage 2 (two weeks)	Plan	Meaning Mindmap: Exchange thoughts on what makes a meaningful life and come up with broad themes that you connect deeply with.
Stage 3 (two weeks)	Read, Observe & Collaborate	Independent field work into meaningful life experiences
	Independent reading	Read "Man's Search for Meaning" by Victor E. Frankl
Stage 4 (two weeks)	Finalizing the theme and outcome	Refer to page 7 for details
	Workshop	With the help of the HO, enrol in photography, journal writing, filmmaking workshops to brush up your creative skills
Stage 5 (three weeks)	Socratic Seminar on Man's Search for Meaning	Hold discussions on the book on Google Meet with the help of the School Management at the agreed time slots.
	Design the final outcome	<ul style="list-style-type: none"> <li>– In a Google Meet, assign areas of responsibility to each group member.</li> <li>– Allow for varying levels of participation.</li> <li>– Assign roles to help ensure that no one person is overburdened with all aspects of the project.</li> <li>– Work within the rules and boundaries set by the school.</li> <li>– Identify achievable short-term goals.</li> <li>– Respect the views and opinion of all members of the group.</li> </ul>
Stage 6 (two weeks)	Submit and Exhibit	Turn in your projects to your project coordinators

