



Preface

Elevating your school community!

Every service, agency, individual, group or program entering your school needs to assist in every way possible towards positive outcomes in line with the vision of the school. Every positive contribution must add something in valuing, developing and growing young people in this stage of their journey of life!

Any program designed and implemented especially for your school under our ELEVATE framework will support you in your vision for each child. We will value-add to the great work you are already doing with children and families of your school community.

As you consider the prospect of a program for your school, we hope the information contained in the pages of this document will help you see ELEVATE as:

Asset rich

- Grasp the benefits to your school of a program developed under an ELEVATE framework.

Value adding

- Appreciate the underlying values taught to our teams and which are foundational to our programs.

Tried & tested

- Discover the extent and level of our experience in developing leaders and relevant programs.

Appropriate & careful

- Recognise the quality of training & materials provided to directors/leaders to help ensure an appropriate style of program as well as a safe and caring experience for each young person and the school community.

‘Many young people are without moral mooring in our competitive and pluralistic society. Time has shown that the attempt to be value-neutral results in a values vacuum, leaving students with only self-interest as their guide. Now people are talking about the need to provide more effective values education ...’ Brian V. Hill Professor of Education Murdoch University WA



ELEVATE is ...

ELEVATE is practical

ELEVATE is a practical process for developing a suitable program within your particular school's framework.

- * Identify and build on the strengths of any existing programs within your school
- Considering the practical aspects of new possibilities for your school
- Practical training, resourcing and ideas to launch a helpful and healthy, customized program into your school
- Ongoing coaching, encouragement and evaluation processes for the directors of the ELEVATE program

ELEVATE involves the whole community

Programs designed under the ELEVATE framework take a 'village' approach to supporting students at school. ELEVATE recognises the value of a wide range of influences in a young person's life to achieve the goals of healthy development ... helping young people grow up to be healthy, caring and responsible.

This approach reflects the work done researching the various markers that constitute resilience in young people. Those identified by the Search Institute <www.search-institute.org> are outlined in '40 Developmental Assets' included in Appendix A.

ELEVATE is purpose built.

The style and shape of ELEVATE programs vary to suit the needs of students and the school community.

Such programs build on the strengths of existing programs and assist in enhancing the effectiveness of all the programs in the lives of young people. Collaborative partnerships amongst individuals and other groups are encouraged in order to discover the benefits of working together for the young person and the school community. The process undertaken to develop an ELEVATE program in a school guarantees that outcome. The results creatively hold together the distinctives and needs of the school, the student population, the stakeholders, and the volunteer team. Regular reviews are undertaken to consider changes

ELEVATE is empowering

Programs developed under an ELEVATE framework assist students to create a positive community in their school and beyond.

Students are given resources and challenged to explore their lives and their struggles within a supportive group environment. This process does not seek to denounce or condemn their answers but rather to help students to reflect maturely and to offer encouragement and support in decision-making and individual responsibilities.

ELEVATE is voluntary

ELEVATE volunteers have a different role to that of employed professionals.

Whilst we value the role of professionals, we promote the involvement of key volunteers from the community who give of their time and commitment in leading and facilitating student groups. This models community participation, relationships that transcend formal roles and offers unique local perspectives. Each volunteer is assessed, undergoes a Working With Children Check (WWCC) and reference checks, and takes part in training before they are involved in school work with students. Teams are also trained, supervised and coached by staff throughout the year.

ELEVATE Prospectus



ELEVATE is values based

ELEVATE is an initiative of Scripture Union Victoria (SUVictoria or SUVic) (www.suvic.org.au) and has been developed in Victoria through Scripture Union's (SU's) partnerships with schools, churches, volunteers from local communities, and with other organisations, over the past 5 years.

ELEVATE values ...

- Students' stories, each with a unique identity and dignity: and allows for their limitations as well as their abilities.
- Mentoring: building trusting relationships which nurture and support students in their contexts.
- Empowering students to take initiative and responsibility for their own learning and development and take up opportunities to lead others.
- Partnerships with school staff, other welfare organisations and local communities.
- Getting alongside students rather than running services for them.
- Volunteers: shaping and leading the work in their local context.
- A holistic approach with fun, engaging, challenging, credible experiences that include a spiritual dimension of life.



The approach we take

Programs designed for a school under an ELEVATE framework are done so using one or more of the following keys.

These keys are used to describe the emphasis of the sorts of relationships sought with the students as they are encouraged to participate. Quick overviews of each of the four keys are given below.

Connect In

The **first** key of the ELEVATE framework is 'Connect In' where the team is focussed on connecting with young people in their school. This can be through existing school programs or through a variety of specifically designed programs that suit the school and the team. Typically, students attend programs voluntarily and get to know the members of the team.

Programs designed with this key in mind focus on establishing trusting relationships and explore issues from a Christian world view only as appropriate to the program and it's context.

Connect Out

The **second** key is 'Connect Out'. The team connects with young people **out** of the normal school context where the students are met through a 'Connect In' type program. This can be through a program such as a club, camp, activity or youth group held either in the school or in the wider community. Students attend such programs/activities with the permission of their parents. Programs designed with this key in mind build experienced-based, engaging, learning opportunities to help students explore life, values and issues from a Christian perspective.

Community Action

The **third** key is 'Community Action'. Typically this is where the team members provide community action opportunities for young people to benefit their school, local and global communities. The focus of the relationship of the students and the team members is outward towards the advantage of others. At the same time, the growth and learning for students through the experiences is also paramount.

Community Interaction

The **fourth** key is 'Community Interaction'. This is where the young people involved in ELEVATE programs can participate in faith communities that will help them explore their own spirituality, life skills and values in ways that will help them to transform their world.

The following pages also provide examples that demonstrate the enormous possibilities that exist for each key. The examples provided are for either secondary or primary school contexts. In some instances the idea could be adapted to either context.

It is worth noting here that programs may be designed with one or more of the keys in mind, in any order and in any combination, depending upon the needs of the school. There is usually a 'connect in' aspect to any program designed to be part of any commencement activity within a school.



Connect In

**Key question: How do you Connect In
to the lives of young people in authentic, safe
and positive ways?**

Brekkie clubs
Assemblies
Mentoring
Creative hanging/Mingling
Sport Program @ lunch
Lunchtime competitions
Dragster building
Go on School Camp
Battle of Bands in school
Team Building or Leadership Session
Interest Groups (basketball/skating)
Coffee Lounge
Extreme Games
Help with School Play
Guest Speakers
Coach a team
Canteen helper
Classroom helper
Crossing supervisor
Chaplain
Scripture Union Primary Age (SUPA) Club
CRE Teaching
Classroom teacher
School council member

Are you already involved in one or more of these areas? Please share your story with us.



Connect Out

Key question: How do you make connections into young lives outside the 'normal' situation and in ways that continues to build relationship with young people and their families and where it may be appropriate to share the Christian message.

Interest Group (skaters)
Battle of the Bands
Day Trips
Food
Camps
Dinner Party
Movies
Shopping
LAN (Computer games)
Community event
Bowling
Urban Seed City Walk

Are you already involved in one or more of these areas? Please share your story with us.



Community Action

Key questions: How do you journey along side young people in order to help them to help others? How do you help young people to elevate their community and their world? How do you take the opportunities to share your story as you journey with them?

Buddy with a struggling student.

Coach individuals or groups in skills you have:

skating, graphics, mechanics, reading, specific subjects ... whatever

Fix/Paint/Decorate grounds/building, kids playground.

A knitting/creative project for a specific local need ie rugs 4 homeless shelter

Read local paper for issues, then pray, with a view to getting involved in raising awareness or solutions.

Write to newspapers/politicians/relevant people about an issue that gets you going.

Support young carers in the school

... provide a fun day out with other kids. Warm fuzzy bag. Splurge on them! www.carersvic.org.au)

Festivals (i.e. Exo Day)

Backyard Blitz:

find a local Family/home that needs some love and care and give a day to weed/mow/plant etc!)

Dinner 4 Mums:

Put on a dinner for single parents to thank/treat them

Host/run 40 Hour Famine: www.worldvision.com.au/40hourfamine

Support a Tear Project

Have a fundraising blitz AND give regular up-dates on progress, creatively! <http://tear.org.au>

Teacher Day

Landcare <http://www.landcareonline.com>

Stop the Traffik - Freedom Day <http://www.stopthetraffik.org.au/projects/>

Amnesty international www.amnesty.org.au

Micah Challenge www.micahchallenge.org.au or <http://tear.org.au/advocacy/mc.mph/>

Make stress balls for senior students around exams.

Are you already involved in one or more of these areas? Please share your story with us.



Community Interaction

Key questions: How do you facilitate interaction of young people with one another and with a community of caring, nurturing and faith-filled people? How do you help young people explore life and life's issues in an invitational, relational and experiential way?

Youth Group – in school/local church
Team Building or Leadership Session
Cell Groups
Youth Alive or other relevant church events
CROSSing Melbourne
Planetshakers Conference
SUPA CLub
Community event
Bowling
Urban Seed City Walk
Kids Club

Are you already involved in one or more of these areas? Please share your story with us.



Who we are

All programs designed and implemented with the ELEVATE framework are registered under the umbrella of Scripture Union Victoria.

Scripture Union Victoria (SUVic) is an organisation that has been assisting volunteers in their involvement in Victorian schools for more than 60 years.

Our experience has led us to constantly evaluate and update our approaches to schools to discover and implement what works best. This means that schools hosting one of our programs are satisfied that it is a win-win for all concerned.

A little about Scripture Union

Scripture Union (SU) is a worldwide, interdenominational movement operating in over 60 countries. It operates a variety of short term holiday programs and camps in various locations. The long term, week-by-week work undertaken with schools is also a major SU focus.

Our programs in schools are undertaken in partnership with local churches and draws its volunteers from these churches.

The set-up

Firstly, interest from local churches is tapped by a principal or a key volunteer in order to find appropriate leadership. Volunteers are screened and trained and at least one is appointed as a director to oversee team recruitment and training.

Then, in consultation with the school, needs are surveyed. The desires of the school (1) are then compared with the desires of the team (2) and with the results of an audit of the teams' availability, skills and capacities (3) to meet these desires. After discussion, the sort of program and input provided by the local volunteers is born out of the overlap between these three considerations.

A list and descriptions of the variety of programs set up or being planned under an ELEVATE framework can be made available on request.

Team directors are trained by SUVic staff members and key volunteers and then provided access to a range of modelling, mentoring, coaching, training and resources with which to train their team and implement their program. This ensures a continuing, quality service into the future.

Normally the costs to schools is minimal as most costs are borne by the team of volunteers or are sponsored by local churches. A time commitment for administrative or organisational set-up and oversight is typically the cost borne by the school.

Please refer to the Frequently Asked Questions Section for further related discussion.



Leadership development & training

The sorts of training provided by SUVic for directors include:

- One day workshops covering a range of practical issues including ChildSafe practices, leadership, program planning and working appropriately in a secular school context.
- One-to-one mentoring and/or coaching from experienced paid or volunteer SUVic staff.

The sorts of training provided to team members include:

- Packages provided to directors for on-the-ground training for the context and style of program being presented.
- Opportunities to attend workshops on skills areas from storytelling to relating to children/youth, from ChildSafe behaviours to clowning and from running effective games to personal development issues.

Resources provided to teams help ensure quality of input for the school and its students.

These resources include:

- Program materials for adaptation to the current context.
- 'How to' manuals.
- Books, magazines, songs, music, DVDs, loaded with ideas that work.
- Note: At any given time there are usually a range of resources under revision or development.

Training the team is grouped in five essential areas.

- Working appropriately and effectively together in the community with young people, other team members and others in order to demonstrate and promote healthy relationships.
- Understand the principles of ChildSafe practice and programming and apply them in a way recognised by SUVic as being respectful, healthy and helpful in a secular school context.
- Learning and generating community development-based models of devising and implementing safe, healthy and helpful program models.
- Understanding the relationships between the following four context areas:
 1. The school context with its range of educational, social, emotional and values-based inputs toward a child's development.
 2. Spirituality and programs that hold a particular worldview;
 3. Our broader context of a post-modern and secular age;
 4. The ages and stages of growth development in our children
- Personal and professional self-development based topics to encourage, resource and equip each team member for all their relationships in their own life journey.



Where to from here?

Research Questions: There are a number of questions suggested below to encourage a school or a group of people to begin thinking about their involvement in an ELEVATE framework-based process.

The First Question is:

Who are the likely people who would be interested in projects and programs registered under the umbrella of SUVictoria?

Sometimes a school council or principal will approach a local church or group of churches. Sometimes a parent or Christian Religious Education (CRE) teacher would like to value-add to their already significant contribution and will either:

- consider further involvement in the school themselves; or
- use their contacts in a school to recruit others to help meet perceived needs.

A range of questions are included below to help you explore a community-based model in your approach within your school.

Research phase: exploring the possibilities

Working with churches

- Who are the likely people who would be interested in projects and programs registered under the umbrella of SUVictoria.
- What churches exist in the area and/or are connected to students and staff in the school?
- Who are the key people?
- What's already being done by churches in the school/school community?
- Who else is interested but not currently involved?
- Where do we see opportunities, current dissatisfactions with the way things are and program ideas that will help

Hopes & dreams

- What am I hoping for/about?
- Have I found a group of people with similar dreams for the school community?
- How can I encourage churches/others to dream with me?
- What is inspiring/influencing me/us about this?
- Where can I find ideas/approaches/examples in other schools of the sorts of things I/we would love to see happen?



Credibility

- What is the culture or vibe of the school/students/staff? Specifically toward faith, God and Christians?
- What are student needs? What does the school perceive student needs to be?
- What does the school need?
- Who are the students that most need help?
- What are community concerns for local children and teenagers?

Relational and experiential focus

- What was my/our experience of school? What was my/our experience of Christianity at that age?
- How are things different for students in today's world/culture? How might this affect our rapport or focus?
- Who could balance or broaden our team's understanding of the school years?

Building accessible Christian community

- What is the profile of churches and their activities currently in the school?
- What has happened in the school or area to affect this in the past and more recently? Who will know?

Unity and diversity

- Given a range of Christian groups or churches that are now or want to be involved in the school, what would it take for them to work together? How might this be possible?
- Can we build a respect for differences in approach?
- How will we build a diverse team?
- Can we offer a range of experiences in our plans to meet different students' styles/needs.

Transformative approaches

- What sort of change do we expect or hope to see in students through an ELEVATE program/s?
- When/How will we know that kids have responded positively in the relationships formed through the ELEVATE program/s.

Developing leaders

- Who else can I involve in this research phase?
- Who can I find to help - to get on board?

Celebratory and fun

- How can we do this in a fun, encouraging and celebratory way?

Committed to learning

- How can we keep committed for the long-haul and fresh in all the above?
- What do we need to keep finding out about? Resources? Trends?
- Who can help us?



Before a program starts

There are a number of important administrative steps to undertake before a program registered under the umbrella of SUVic gains permission to proceed.

The order of the steps outlined below is not important. Each group will negotiate the order of these steps differently. They will all need to be undertaken however, before permission to proceed is granted.

Appointment of directors

Normally one, sometimes two directors will be appointed to oversee the implementation of a program into a school. Directors may be Christians drawn from the school community (teachers, parents, volunteers) or from the local community or church. One of the obligations of the directors will be to oversee the successful navigation and completion of the steps outlined in this section.

Research

Resources are provided for a committed team to explore the possibilities of an ELEVATE program with your school. In the research and set-up phases, care needs to be taken to explore and respect all the views of the stakeholders in your school's context.

ELEVATE Initiator training

Key team members including appointed and/or prospective directors will need to attend an ELEVATE Initiator Training Day prior to the commencement of a program. At least one per term of such events are held statewide during the year.

Team recruitment and training

The team involved in researching and setting up a program in your school will also need to recruit and train a team of people to implement such a program. These team members who will have a direct relationship with children will need to fill in and submit an application form to SUVic.

Team Registration Pack

'Application Forms Documentation' and 'Permission to Proceed Documentation' come as part of the Team Registration Pack. You will receive this pack when you are ready to proceed with a program you would like registered under the umbrella of SUVic.

An overview of this documentation is provided here to inform you as to the process of applying to register your program under an ELEVATE framework.



Application Forms Documentation

Every person involved in directing or leading or helping in a program registered under the umbrella of SUVictoria will need to complete an application form before they are permitted to be involved with students. This is a requirement of SUVictoria for the safety and care for all the children, young people and leaders involved. Included in this is a requirement for a 'National Police Check' and/or 'Working With Children' (WWC) check to be undertaken. This requirement may have to be undertaken with the school as well.

Permission to Proceed Documentation

Each of the following documents mentioned below will be found as part of the Permission to Proceed Documentation. They have been taken from the Lighting A Path to Safety Team Leaders Manual. A copy of each of these documents may also be found on the CD enclosed with this Team Registration Pack.

Application for Permission to Proceed (To be submitted annually)

This document is a checklist for applying for Permission to Proceed.

Safety Information Form (To be submitted annually)

One important consideration in giving a team permission to proceed is that they have enough team members to effectively engage in relationships with children and young people as well as effectively deliver the program and types of activities they envisage. SUVic helps to train and coach its directors in adequately providing resources to the ELEVATE teams in the programs it hopes to deliver.

Team Member Information (To be submitted annually)

Up-to-date information needs to be kept regarding the composition of your team. This is important for both communication, ChildSafe and insurance purposes.

Notification of Equipment to be Insured (To be submitted annually)

Teams may find that a team member's private property is required and needs to be used as part of the ELEVATE program. In certain circumstances it is possible to provide insurance for such necessary items even though claims may take up to six months to process.

Activity Information Form (To be submitted as required)

Most activities of an ELEVATE program will fall under the category of normal risk activities. ChildSafe practices need to be followed even in such normal activities but especially so when you plan activities of higher than usual risk or injury such as various 'wide games' or 'extreme games'.

Participant Registration (To be completed as required for after school and out of school activities)

Where a program designed under an ELEVATE framework is set up in your school, occasionally an activity may be conducted outside the school and/or outside school hours. Parental permission must be sought and granted before any student is permitted to attend.

Emergency Procedures (To be kept in a prominent position) ... Red

This document describes what constitutes a serious incident or accident. If the ELEVATE Program is conducted in a school context, the school will have its own emergency procedures. In such events SUVic must be contacted immediately.



FAQs

1. How can a program run by local Christians wanting to be of benefit to their local school be permitted in a 'secular' school?

Consideration of *all* world-views (including the Christian one) may be seen as valid in today's secular education setting.

Most schools today are secular. This implies even-handedness toward significant meaning and value systems within our society. The state does not support any one particular worldview or set of values, including those thought of as non-religious. Within our schools there is a place for consideration of the view that there is a spiritual dimension to being human, and of the beliefs and values that follow from such a view.

Most discussions of education argue an emphasis on educating the whole person toward self awareness and self-fulfilment. Any balanced understanding of the whole person must include that aspect of human nature which relates to the spiritual, or religious, dimension. This is a dimension of value for human existence and, "education", in its most unrestricted sense, means the process by which people are brought to an understanding and appreciation of what is valuable in human life. (R.F. Dearden, *The Philosophy of Primary Education*, 1968, publisher unknown, ISBN-10: 071004223X)

The state education system must prepare students to take their place in the pluralistic society Australia has become. One aspect of this preparation could be to make provision for voluntary exposure to committed people and their groups.

One of the commitment areas could be Christianity, because it is a worldview held by a significant percentage of the Australian population. Within the state education system, such exposure best occurs through a non-denominational representation of Christianity.

SUVictoria supports the emphasis of the present Ministry of Education policies on the need to address values and beliefs in the school, including Christian and other religious beliefs.

SUVictoria does not seek any special privilege in respect to other faiths. It's officials believe that a multicultural society calls for a mutual respect and understanding. They support the rights of students of other faiths to express their religious beliefs and practices in the school context in educationally valid and helpful ways.

2. What is ChildSafe?

ChildSafe is a safety and care management system designed to assist organisations follow best practice principles in caring for children and young people. All volunteers are appointed based on the requirements of this system and receive training and information regarding what is expected of them when it comes to caring for those in their care. SU is an organisation that cares for children and commitment to the ChildSafe system is an expression of that care.

Children deserve the best endeavours of an organisation towards their safety. This involves more than good intentions, or the assumption that harmful incidents will not happen. Organisations working with children are under increased community scrutiny in relation to screening workers, risk management and the quality of care they offer. More information can be gained online at: <www.childsafe.org.au>



3. How much will an ELEVATE program cost?

There are several direct costs associated with operating ELEVATE Teams and registering volunteers (eg. training, mentoring and coaching of teams, various resources, insurance, administration). These costs are initially born by SU Victoria and partially recovered through an annual Team Levy of \$100 and an annual Team Member Registration Fee of \$50 per team member. SU is able to subsidise costs and maintain relatively low fees through the generous support of donors.

In regards to program costs (equipment, food etc), these are often borne by local communities through fundraising and donations. In some cases schools may be prepared to cover costs of a certain program, or a government or council grant may be sought.

4. Why is there so much administration and paperwork?

To someone with a keen interest in the safety and care of children and young people, the positive benefits of the time spent filling out the paperwork involved in setting up a program are not always self-evident. On one level, undertaking these processes communicates to each student that you care about their well-being. Although they may never know of your selfless giving to them in this regard, they will benefit from your diligence in providing a safe and trust-building experience of you as a director, each leader and the program. On another level, we are making a commitment to do all things well. Things that will help ease this process include a positive attitude and good administrative helpers. A hot beverage and simple treats are recommended as incentives to be used as required.



40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person “tells the truth even when it is not easy.” 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over “things that happen to me.” 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that “my life has a purpose.” 40. Positive view of personal future—Young person is optimistic about her or his personal future.