

1. IMPORTANCE OF LIFE PLANNING

1.1 THE WELL-BEING OF THE PERSON: **Well-being** or **welfare** is a general term for the condition of an individual or group, for example their social, economic, psychological, spiritual or medical state; high well-being means that, in some sense, the individual or group's experience is positive, while low well-being is associated with negative happenings.

In economics, the term is used for one or more quantitative measures intended to assess the quality of life of a group, for example, in the capabilities approach and the economics of happiness. Like the related cognate terms 'wealth' and 'welfare', economics sources may contrast the state with its opposite. The study of well-being is divided into subjective well-being and objective well-being.

Background in well-being

Although there has not been a clear definition established for well-being, it can be defined as “a special case for attitude”. This definition serves two purposes of well-being: developing and testing a [systematic] theory for the structure of [interrelationships] among varieties of well-being and integration of well-being theory with the ongoing cumulative theory development in the fields of attitude of related research”. One’s well-being develops through assessments of their environment and emotions and then developing an interpretation of their own personal self. There are two different types of well-being: cognitive and affective.

Cognitive well-being

Cognitive well-being is developed through assessing one’s interactions with their environment and other people. “Welfare economics ultimately deals with cognitive concepts such as well-being, happiness, and satisfaction. These relate to notions such as aspirations and needs, contentment and disappointment.”

People tend to assess their cognitive well-being based on the social classes that are in their community. In communities with a wide variety of social statuses, the lower class will tend to compare their lifestyle to those of higher class and assess what they do and do not have that may lead to a higher level of well-being. Whenever someone interprets their needs and wants as to being satisfied

or not, they then develop their cognitive well-being.

Affective well-being

These are the different levels of affect on well-being: “high negative affect is represented by anxiety and [hostility]; low negative affect is represented by calmness and relaxation; high positive affect is represented by a state of pleasant arousal enthusiasm and low positive affect is represented by a state of unpleasantness and low arousal (dull, sluggish)”. Well-being is most usefully thought of as the dynamic process that gives people a sense of how their lives are going, through the interaction between their circumstances, activities and psychological resources or ‘mental capital’." or "You may say that it is a state of complete wellness.

Psychology in well-being

The correlation between well-being and positive psychology has been proven by many social scientists to be strong and positive one. According to McNulty (2012) “positive psychology at the subjective level is about valued subjective experiences”. Well-being is an important factor in this subjective experience, as well as, contentment, satisfaction of the past, optimism for the future and happiness in the present.

People are more likely to experience positive psychology if they take in the good things in each experience or situation. Even in the past if a person only focuses on the negative the brain will only be able to recognize the negative. The more the brain has access to the negative the easier it becomes because that is what is more memorable. It takes more effort for the brain to remember the positive experiences because typically it is the smaller actions and experiences that are the positive ones.

James McNulty (2012) research looks at this idea a little bit closer. She argues that, “well-being is not determined solely by people’s psychological characteristics but instead is determined jointly by the interplay between those characteristics and qualities of people’s social environments”.

When people have well-being they are experiencing a sense of emotional Freedom. There is nothing negative that is holding them back from experiencing positive emotions. This is true if a person is in a certain setting because it has been proved in a past research that a certain setting can hold a lot of memories for an individual just because of what was shared their and the mean of it. For this “well-being is often equated with the experience of

pleasure and the absence of [pain] over time”. The less psychological pain an individual is experiencing them more he or she is going to experience well-being.

When someone is positively well-being they are also experiencing a few other things. It involves a sense of self-fulfillment, which is the feeling of being happy and satisfied because one is doing something that fully uses your abilities and talents (Merriam-Webster). The feeling of having a purpose in life and connection with others are also contributors to the idea of well-being. When people feel as though they have a [purpose] in the world they feel like they belong. They feel like they matter and it goes back to the idea that we were created for and by a purpose.

Education and well-being

When talking about the school system, the idea of well-being gets a little foggy. It is argued that school should only be about learning and education but kids learn so much about social skills and themselves in school. When a child feels like they belong they are more likely to perform better in school. As well as being taught an education, they have to learn how to believe in themselves and create a purpose for themselves. If well-being is established in kids at a young age then it is more likely to play a part in their life as they get older. John White (2013) looked at public schools in Britain now and in the past. In the past schools only focused on knowledge and education but now Britain has moved to more of a broader direction. They started a program called Every Child Matters initiative, that seeks to enhance children's well-being across the whole range of children's services.

Subjective well-being

Subjective well-being is “based on the idea that how each person thinks and feels about his or her life is important”. This idea is developed specifically in a person’s [culture]. People base their own well-being in relation to their environment and the lives of others around them. Well-being is also subjective to how one feels other people in their environment view them, whether that be in a positive or negative view. Well-being is also subjective to pleasure and whether or not basic human needs are fulfilled, although one’s needs and wants are never fully satisfied. The quality of life of an individual and a society is dependent on the amount of happiness and pleasure, as well as human health. Whether or not other cultures is subjective to their culture is based on what

kind of culture it is. “Collectivistic cultures are more likely to use norms and the social appraisals of others in evaluating their subjective well-being, whereas those [individualistic] societies are more likely to heavily weight the internal [frame of reference] arising from one’s own happiness”.

Ethnic identity and well-being

Ethnic identity plays a crucial role in someone’s cognitive well-being. Studies show that “both social psychological and developmental perspectives suggest that a strong, secure ethnic identity makes a positive contribution to cognitive well-being”. Those in an acculturated society are able to feel more equal as a human being within their culture, therefore having a better well-being. This is also a crucial aspect when adapting to a new society.

Individual roles and well-being

Individual roles play a part in cognitive well-being. Not only does having social ties improve cognitive well-being, it also improves psychological health.^[12] Having multiple identities and roles helps individuals to relate to their society and provide the opportunity for them to contribute more as they increase their roles, therefore creating a better cognitive well-being. Each individual role is ranked internally within a hierarchy of salience. Salience is “the subjective importance that a person attaches to each identity”. Different roles an individual has have a different guidance to their well-being. Within this hierarchy, higher roles offer more of a source to their well-being and define more meaningfulness to their overall role as a human being.

Sports and well-being

According to (Bloodworth and Colleagues, 2012) sports and physical activities is a key contributor to the development of people's well-being. Sports being such a big influence on well-being it is conceptualized within a framework. These frameworks include impermanence, its hedonistic shallowness and its epistemological inadequacy. Arguments arise from these that the value of sports needs to be argued so humans can flourish. There can be problems from researching sports effecting well-being because some societies are not able to play sports. This is a deficiency in studying this sort of phenomenon.

1.2 THE CAPABILITIES OF THE INDIVIDUAL PLANNING OF

YOUR LIFE: Life can be a very dark, unknown space, but you can light little lamps along the way. These lights are your plans! Plans are stepping stones to reaching your destination. Good planning starts early on in life and continues until goals are met.

Recap your life. Think of all the experiences you've had in life, so far. Contemplate the decisions you've made and how things have worked out for you. If you've made some good decisions, recently, congratulate yourself. If you've made bad decisions in past don't demoralize yourself, instead acknowledge what happened as a direct result of those decisions. If you don't like the outcomes, think about what would have happened had your decisions been different and whether or not it would be worth your time to try to make corrections. Cherish your good and bad decisions and accept that you've grown and changed for the experiences.

Bring your primary interests and goals to the forefront of your mind. Decide what it would take for you to achieve the goals you feel are most important to you. Determine how your interests line up with, and further, your goals. Set a small goal that you can achieve by the end of that day and determine what reward you will give yourself for achieving that goal. When you've reached the goal you've set, reward yourself, then set a long-term goal that is more meaningful to you. Remind yourself that goals can be changed, adapted, or even thrown out, if you later decide it isn't important to you, or doesn't suit your interests any longer.

Focus on what it is about your goal that brings you happiness and excitement. Plan out the steps you will take to reach your goal and determine a reward you will give yourself for each accomplished step.

Make a new, private, folder in your most secret drive. Add a shortcut to your desktop, and name it something discrete, like "random objectives".

Write out, or create images to identify the goal you've set and the steps you intend to follow to reach it. Create and add as much detail as you can. When you've finished, open a new document and, using the same

technique you've used to set up your goal, tackle the things you think are fun and exciting to do. Write about, or create new images depicting, at least three things that thrill or excite you. Add this document to your original file to remind you not to take planning goals too seriously. Encourage yourself to balance your goal reaching activities with your entertainment activities.

Add to each of your documents in the file every time you get new thought or inspiration. After your sabbatical is over, no matter how busy your life is, revisit and add to your file frequently. This will reinforce your goals and your freedom to make decisions on your own and in private.

Decide if achieving your goal will set you on a career path. If it does, decide whether you would enjoy that field of work. Look for and imagine ways to incorporate your goal into a career path. This will come in handy when others ask what your long-term career/life plans are. Make a list of jobs that incorporate your entertainment interests and your goal. This will help you in selecting jobs that further your goals and interests.

Be creative. Examine the steps you've determined will help you reach your goal and look for non-obvious ways to complete that step. There is usually more than one good way to accomplish important goals or steps; try to think of as many ways as possible to satisfy each specific step and create an exciting journey for yourself.

Practice setting daily goals.

Setting small goals every day will give you the thrill of accomplishment, regularly, and reinforce your understanding of just how much you can achieve when you set goals and go after them on a tight deadline. Try to develop small goals that will help you move closer to achieving your primary goal.

Set aside time each day to brainstorm. Add new ideas to your file and read over what you've compiled, periodically. This will help you stay on track and enthusiastic, and prevent you from forgetting to reward yourself for the steps you've already taken to reach your goal.