

# The Character Curriculum

Flourishing for Life



<p><b>Virtue toolkit:</b> How do we live a good life?</p>	<p><b>Learning objective:</b></p> <ul style="list-style-type: none"> <li>- To understand some different philosophies about living 'a good life.'</li> </ul>	<p><b>Key vocabulary:</b> Good life, habits, influential, meaning, maximise, character traits/virtues <b>Key virtues:</b> Curiosity, critical thinking</p>
<p><b>Resources:</b> Powerpoint</p> <p>Sheets with very important, quite important, not important (teacher to create)</p>	<p><b>Statutory links:</b></p>	
<p><b>Key questions:</b></p> <p>Who do you think has lived a good life? Why?</p> <p>What is important to you to live a good life?</p> <p>What do philosophers think a good life is?</p> <p>What do you think a good life is?</p>	<p><b>Learning activities:</b></p> <p><b>Starter:</b> What does a good life look like?</p> <p>Write the phrase 'a good life' on the board. What does that mean? What would it mean to you to say that someone has lived 'a good life?' Who decides if you have a good life?</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>- Can you think of anyone who you think has led a 'good life' in your opinion?</li> <li>- What did that look like?</li> <li>- Why do you consider their life to be 'good?'</li> <li>- How do you think they cultivated a good life?</li> <li>- Was it something that happened by accident or were there deliberate habits/decisions that cultivated a good life?</li> </ul> <p>Model an example (either a well-known figure or a personal exemplar) before asking students to discuss and share their ideas.</p> <p><b>Activity 1:</b> What is important?</p> <p>Write: very important, slightly important, not important on 3 sheets and stick them as a scale along the front of the room.</p> <p>Ask students to move to the sheet which best describes how they feel about the importance of the following for a good life.</p>	

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- Making a lot of money
- Having lots of friends
- Being influential
- Being creative.
- Having lots of fun

Encourage students to justify their positions and challenge each other. What do they consider important features of a good life?

**Activity 2:** What do philosophers say?

Explain that philosophers have been discussing what makes a good life for thousands of years.

Go through the three examples on the Powerpoint. Do pupils agree or disagree with any of these?

Do they have any other ideas about a good life (relationship/obedience to a god is not mentioned, relationships with others...)?

**Plenary:** My life

Complete the sentence:  
My life will be a good life if...