

The Character Curriculum

Flourishing for Life



<p>Y10: Your future, your world L1 - The good life</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - Students consider the meaning of the 'good life', explore different approaches to living a good life and reflect on their own vision for leading a good life. 	<p>Key vocabulary: 'The good life', résumé and eulogy virtues, cultivation, existentialist, hedonist</p> <p>Key virtues: Curiosity, critical thinking, self-reflection, humility</p>
<p>Resources: PowerPoint presentation, post-it notes, adapted VIA survey resource (resource 1).</p>	<p>Statutory links: PSHE guidance (2020) Students learn...</p> <ul style="list-style-type: none"> - to evaluate and further develop their study and employability skills - to evaluate their own personal strengths and areas for development and use this to inform goal setting - how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability) 	
<p>Key questions:</p> <p>Can you think of anyone who you think has led a 'good life'?</p> <p>What did that look like?</p> <p>Why do you consider their life to be 'good'?</p> <p>How do you think they cultivated a good life?</p> <p>Was it something that happened by accident or where there deliberate habits/decisions that cultivated a good life?</p> <p>Which, vision of the good life is appealing to you? Are there</p>	<p>Learning activities:</p> <p>Starter:</p> <p>Students to introduce the person beside them with their name and the one item they would take on a desert island and why. Begin by teacher modelling an example.</p> <p>Activity 1: What is a good life?</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'?</p> <p>Can you think of anyone who you think has led a 'good life' in your opinion? What did that look like? Why do you consider their life to be 'good?' How do you think they cultivated a good life? Was it something that happened by accident or where there deliberate habits/decisions that cultivated a good life?</p> <p>Activity 2: Features of a good life</p> <p>Write: very important, slightly important, not important on 3 sheets and stick them as a scale along the front of the room. Ask students to move to the sheet which best describes how they feel about the importance of the following for a</p>	

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<p>any limitations to any of these views?</p> <p>Do you recognise the difference between resume and eulogy virtues? Is this problematic? Should there be a difference?</p>	<p>good life.</p> <ul style="list-style-type: none">- Making a lot of money- Having a husband/wife/long-term partner- Having lots of friends- Being influential- Being creative. <p>Encourage students to justify their positions and challenge each other. What do they consider important features of a good life?</p> <p>Activity 3: Approaches to the good life</p> <p>How we live a 'good life' is a question that philosophers have been debating for thousands of years. As an introduction to philosophies of 'the good life,' there is a helpful video here: https://www.youtube.com/watch?v=Ra1Dmz-5HjU [available 05/20] (What is a good life – Crash course philosophy #47)</p> <p>Recap some of the main philosophies discussed: for existentialists, there is no meaning to life apart from the meaning that you give to it, for hedonists, life is about the pursuit of pleasure and some people of faith, their purpose if defined by a higher being.</p> <p>Clarify that for Aristotle, the idea of a good life was one of constantly seeking to become a more virtuous person, by developing virtues.</p> <p>Which, if any of these visions, is appealing to you? Are there any limitations to any of these views?</p> <p>Activity 4: Eulogy or résumé virtues?</p> <p>David Brooks talks about the difference between eulogy virtues (what we want to be remembered for) and résumé virtues (what we pursue in life to get ahead). Do you recognise this difference in your life? Is this problematic? Should there be a difference?</p>
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Activity 5: The VIA

Explain that students are going to think about which virtues are most important to them. Ask them to individually complete the adapted VIA to identify their most valued virtues. Ask students to share back. Why have they chosen those virtues? Have they chosen the same/different virtues? Are the virtues that they have chosen predominantly moral/civil/intellectual/performance?

Of the virtues that you have chosen as important, rank yourself out of 10 for each one. Which virtues are you particularly strong at? How do you know? Which virtues require more development? How do you know?

Plenary

Choose 1 virtue, from your top 4 or bottom 4, that you would like to develop further. Students to complete an action plan - What could you do practically to practice this virtue? What might be the barriers to developing this virtue? How could you overcome or limit these barriers?

