

The Character Curriculum

Flourishing for Life



<p>Y10: Your future, your world L2 - What might life hold in store?</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - Students consider the important aspects of their life and reflect on what they would like their life to look like in the future. 	<p>Key vocabulary: 'The good life', résumé and eulogy virtues, aspiration, prioritization Key virtues: Curiosity, critical thinking, self-reflection, humility</p>
<p>Resources: PowerPoint presentation, wheel resource (resource 1), future map resource (resource 2).</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>How will displaying the virtues at each stage help you at that stage of your life?</p> <p>Why have you identified these as important?</p> <p>How will you achieve each milestone?</p> <p>How will you respond to unexpected life events?</p> <p>How might you use the events of your life to shape your future self?</p>	<p>Learning activities:</p> <p>Starter:</p> <p>Remind students of the main point in lesson 1.</p> <p>What it means to 'live a good life'. What they would like to be remembered for (resume virtues vs eulogy virtues). Which virtues are most important to them (VIA task).</p> <p>What does it mean to 'live a good life'? Discuss with a partner and feedback ideas to group. What would you like to be remembered for (resume virtues vs eulogy virtues)?</p> <p>In this session we are going to apply these concepts to your life story so far and your future journey. Asks student to remind themselves of what they identified in session 1. Students will use some of their reflection to shape this session exploring their future self.</p> <p>Activity 1: Wheels of life</p> <p>The aim is for students to take stock of where they are in life and what matters to them. On wheel 1 students think of the different elements of their life (e.g. family, friends, school work, and leisure) and divide the wheel into as many segments</p>	

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as they like writing in the elements they've identified.

Students then rank the segments in order of importance to them (some might rank equally). Students discuss their wheel 1 with their partner.

Why have you prioritised in this way? Are there many differences between your wheels? Why might this be?

On wheel 2 students think of the virtues that they currently demonstrate or relate to (think back to VIA task in morning session as a reference point). Divide the wheel into as many segments as required and write in the virtues identified. Students evaluate how developed that virtue is in them: they might use a 1-10 scale or write a sentence or series of bullet point's to describe. Students discuss their wheel 2 with their partner.

Why have you prioritised in this way? If you know your partner, does there wheel line up with what you know of them? What are the similarities and differences between your wheels?

Activity 2: Off into the future

The first part of the lesson gives students an opportunity to consider where they are now. This section is designed to enable them to consider the future.

Students imagine a map of their future. The emphasis for this is on imagination rather than planning. Where my life *could* go, rather than where my life *will* go. The map will start with where students are (as reflected on in Activity 1).

They should imagine this at the bottom left of the page. Their destination will be in at the top right of the page. Students are aiming to draw a journey of their life up to middle age (approx. 40 years old) identifying key milestones and events that they consider important to them on their life journey.

They need to be creative with this and recognise that life has ups and downs and is sometimes more meandering than straight! Some of the milestones might be relationships/marriage, owning a home, career aspirations and they might travel alone or with other people. Students need to identify the virtues they need to employ at each milestone and why displaying these virtues matters! Students need to think about *how* they might achieve each milestone on their journey. *How* will they accomplish all they want to accomplish?

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Students should discuss their journey with their partner or in small groups and talk. Each student should have an opportunity to be listened to.

Activity 3: The circumstances and living of life

Students read the case study of a life: Oprah Winfrey. Find online here:

<http://www.wayne.k12.ms.us/userfiles/191/Classes/1372/oprahwinfreybiography.pdf>

<https://astrumpeople.com/oprah-winfrey-biography/>

What are some of the circumstances of Oprah's life? What bearing would these have had on the way that Oprah would have lived her life? What virtues might Oprah have needed in the different stages of her life? What is good about Oprah's life? In what way is Oprah bringing about goodness for herself and for others?

Do you think that the good in Oprah's life has happened by chance? Was it a result of choice? How a person does choose to live a good life? How much of an effect do the circumstances of Oprah's life have upon the way she lives it?

Reflect on the circumstances of your life.

Although your life will be different to Oprah's all of us experience ups and downs which shape who we are. How might you use some of the experiences of your life to shape your future self?