Unit 3: What is success?

| Lesson Title | Objectives | Main Tasks |
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| 1. Dreams & Aspirations | For the teacher:  To explore student’s dreams and aspirations  For students:  To create our own fantasy life | * Perceptions game (Who would you rather invite over to your house: street cleaner, judge or teacher?) * TrueTube video clip based on the above question * Students create their fantasy life considering career, family, relationships, wealth etc. * Students share their fantasy lives with each other |
| 1. Definitions of success | To understand that ‘success’ can be defined in different ways | * Students consider a range of definitions of success * Students analyse a range of case studies to consider in what ways the people are and are not successful * Paragraph: Students decide who is the most successful and explain why * Students create their own personal formula for success |
| 1. What is my definition of success? | To create a personal definition of success | * Review formula for success created at the end of last lesson * Diamond 9 activity looking at a range of factors which can be considered to contribute to success * Students annotate Diamond 9 to explain their choices * Students review and refine their formula from last lesson |
| 1. Money and Success | To evaluate how important money is to our definition of success | * Opener: Would winning the lottery make you happy? * Students review previous learning to see how important they said money was * Students consider a range of job offers which exemplify dilemmas e.g. money vs privacy; money vs time off * Students write a paragraph in which they describe their own feelings about money |
| 1. Education and Success | To understand the different ways that education can help us to be successful | * Starter: Find someone who…. (linked to a range of different job and career situations) * Career summaries are placed around the room. Students move around the room summarising the ways in which education has helped the individuals described and also the other factors that contributed to their careers changes * Paragraph summary of their learning (education helps people to be successful by…) |
| 1. Skills for success | To know which skills are essential for success at work and to evaluate our own strengths and weaknesses | * Brainstorm what skills students think that everyone needs at work * Introduce the top 10 skills listed by employers * Agree a definition for each skill * Students look at a range of activities which they are / can do NOW and identify which skills they are developing e.g. teamwork in a football team * Students consider how they could evidence at least 4 of the Top 10 skills from their current activities * Students identify their strengths and the skills that they need to develop |
| 1. Refining our dream | To review our fantasy lives to see what has changed | * Students re-evaluate their fantasy life based on the learning in this lesson * Students colour code their fantasy life for career, family, personal / social life etc. * Students share how their fantasy lives have changed |