Session 3

What makes a good life?

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When I grow up

Session 3
What makes a good life?

Objectives

- To create a discussion about what life will be like after leaving school and to list personal preferences about the future.

- This session is designed to elicit responses about the things that are important to all young adults, e.g. fashionable clothes, make-up, a car, going to the cinema, meals out and holidays.

- The discussion develops into what you need to do to pay for what you want in your life – which should lead on to money and a job.

- The session also explores what else we need for a good quality of life, such as good health, rights, education and transport.

Preparation

Equipment

- Whiteboard or flipchart
- Pens
- Prepared A3 poster of the facilitator's version of 'What makes a good life', preferably in bright colours
- A3 paper/card
- Range of magazines and journals that feature jobs, clothes, make-up, hobbies, homes, transport
- Glue and scissors
- Flipchart papers from previous session

You will also need to download and print out the following:

'What I need for a good life' information sheet

Session outline and resources

1. Review and reflection

2. Exercise: make a poster to represent 'What makes a good life' after leaving school/college

3. Discussion and feedback on posters

4. Exercise: What do I need for a good life?

1. Review and reflection

Start with a recap of the previous session. Ask the group for three things they can remember from the previous session and capture what they say on a flipchart. This may generate some further discussion about employment and conversations from previous sessions.

Ask for volunteers to be timekeepers for the class.

2. Exercise: make a poster to represent 'What makes a good life' after leaving school/college

This activity helps students to think about the kind of life they want after leaving college, and should lead into discussions about finding a job as a way to pay for all the things they want. Divide the students into small groups and provide each table with a wide range of magazines, glue, A3 card/paper and pens.

Show them the prepared poster about what makes a good life for you and explain what you have included in it, e.g. a home, car, family, pets, hobbies, holidays, clothes. Ask the students to make their own collage about what is important for them. Once they have done this, get them to share their posters with each other.

3. Discussion and feedback on posters

Ask the students if there are any things their posters have in common.

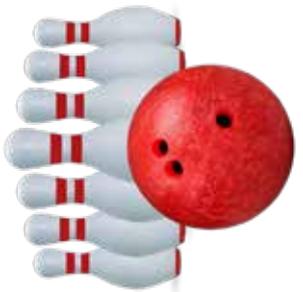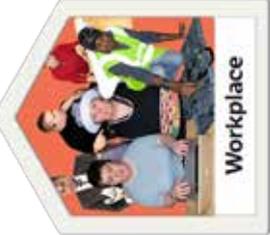### 4. Exercise: What do I need for a good life?

Resource needed: 'What I need for a good life' information sheet

On a flipchart, draw a circle and divide it into 10 sections (you may want to call it a pizza) and ask the groups to think about what each section should include to make up a good life. Give each group their own flipchart sheet and ask them to complete it. Typical themes begin to emerge, such as friends and relationships, a home, transport, money, work, going out and hobbies.

Bring everyone together and complete the blank flipchart with the feedback from the groups. Give out the information sheet 'What I need for a good life' and compare their feedback with this version.

End of session 3

What I need for a good life information sheet

Name: _____

Friends and relationships	Health care	Leisure and recreation	Home life	Money
	GP Surgery			

Education and training	Community	Technology	Transport	Employment
College	My area			Workplace

When I grow up

Workshop materials courtesy of www.bossemployment.co.uk © 2017

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