

MYP English

Language Acquisition

A concept-based approach

Phase

4

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Contents

1 Happiness and fulfilment

What makes teenagers happy?	3
Key and related concepts	11
Do we all have the same kinds of intelligence?	13
Oral and interactive skills – role play	22
How important is personal fulfillment?	28
What does audio-visual Text D communicate about the themes of happiness, intelligence and fulfilment, and how is this done?	37
Summative assessment	
Going beyond the chapter	

2 Migrations

50

Who were the “stolen generations”?	51
What knowledge do Mollie and the other girls use to journey across Australia?	60
How do the children use their cultural knowledge to survive the journey across Australia?	60
Key and related concepts	68
Formative oral and interactive skills – interview	73
Formative writing skills – an opinion piece	75
How important is it for migrant families to find a real home?	77
What does audio-visual Text D communicate about the themes of either the “stolen generations” or migrations, and how is this done?	85
Summative assessment	90
Going beyond the chapter	95

3 Bilingualism and multilingualism

98

What type of bilingual are you?	99
Key and related concepts	107
Formative oral and interactive skills – presentation	109
Do your languages change the way you think about the world?	116
What makes communication so hard for new speakers of a language?	123

What does Text D communicate in relation to the topic of bilingualism, and how is this achieved?	133
Summative assessment	139
Going beyond the chapter	144

4 Human rights

148

Who is Malala Yousafzai?	149
Key and related concepts	157
How effective is Malala’s speech to the UN?	162
What are human rights?	171
How does audio-visual Text E communicate the theme of human rights?	178
Summative assessment	182
Going beyond the chapter	187

5 Life on Mars

190

Why do people want to live on Mars?	191
Why should people not go to Mars?	198
Oral and interactive skills – a debate	203
What can a science fiction film teach us about human behaviour?	208
Key and related concepts	213
How does audio-visual Text E add to the debate on life on Mars?	217
Summative assessment	222
Going beyond the chapter	227

6 Global citizenship

230

What is global citizenship?	231
Are you a global citizen?	237
Key and related concepts	242
Can teenagers have a global impact?	250
How does audio-visual Text D communicate the theme of global citizenship?	256
Summative assessment	260
Going beyond the chapter	265

1

Happiness and fulfillment

In context

Global context: Identities and relationships

Who am I? Who are we?

In this chapter we will explore: identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; what it means to be human.

Key concept: Creativity

Creativity is the process of generating new ideas and points of view. In this chapter we shall look at some creative suggestions for achieving happiness and measuring intelligence. However, creativity also includes the ability to evaluate ideas: to see their strengths and weaknesses. Therefore, we will also need to make judgments about the ideas we encounter and come to conclusions about them.

Related concept: Purpose

The purpose for communicating can be, for example, to entertain, to recount, to socialize, to inquire, to inform, to persuade, to explain, to instruct. In literary terms, this means the creator's intentions in producing the text. In this chapter you will explore ideas such as meaning, thesis, argument, bias, persuasive techniques, function and opinions.

Statement of inquiry

We can first use language to describe and define happiness and intelligence and only then can we work towards a fulfilling personal future in a global context.

Inquiry questions

- What makes teenagers happy?
- Do we all have the same kinds of intelligence?
- How important is personal fulfillment?
- What makes for a happy and fulfilled life?
- How can we create a fulfilling life for ourselves?

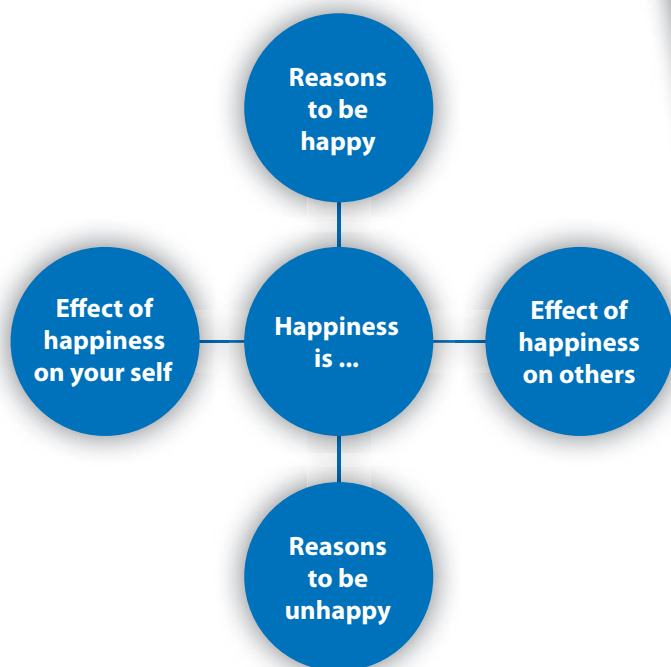
What makes teenagers happy?

Factual question

Before you read Text A

Criterion 4Biii

Before you start on this chapter, think about what you already know and believe about the topic of happiness. Look at this picture of a group of happy teenagers. Discuss the diagram and make a list of answers to the five questions below.



ATL Social and thinking skills

1. What effect does you being happy have on others?
2. What are the things that make you happy?
3. By contrast, what are the things that make you unhappy?
4. What effect does being happy have on you?
5. What is happiness?

As you answer each question, make a list of points on which you all agree and points on which you disagree.

Discuss this question: "Does happiness mean the same thing to everyone?"

Give reasons for your answers.

While you read Text A

Criterion 4Bi

You are going to read Text A: an article containing 15 pieces of advice for teenagers on how to lead a happy life. As you read the article with a partner, rate the pieces of advice on a scale of “Excellent” to “Useless” by ticking the relevant box below.

Find evidence in the text to justify each of your answers.

	Excellent	Good	OK	Poor	Useless
Smile					
Dress up					
Pursue your interests					
Listen to music you love					
Always do your best					
Be open and honest					
Give compliments					
Do something					
Don't dwell on the past too much					
Make a list of things that make you happy					
Splurge/spend money					
Always be the best person you can be					
Look for the child inside yourself					
Remember all the people worse off than you					
Don't make yourself unhappy					

15 tips for teens to lead happier lives

by Vanessa Van Petten

Kelsey is a crazy 17-year-old from Franklin, TN. She loves writing, acting, and hanging out with friends. Her favourite subject is English and she hopes to teach it herself when she gets older.

In this crazy, mixed-up world of teenage drama and angst, sometimes it seems like happiness is just a dream. But, contrary to popular belief, teens can be happy if we work at it.

Follow these steps, and you'll find yourself headed in that very direction.

Smile. This is the number one rule for a reason. People who smile can find reasons to be happy. It takes far fewer muscles to smile than to frown; why waste your energy feeling pessimistic? Give in to laughter, give in to smiling, and give in to happiness.

Dress up. Once a week, wear something a little bit nicer than usual. For girls, it might be a pretty dress and heels. For guys, it might be a tie or even just a classy vest.

Pursue your interests. If it's something that makes you happy, don't let all those stereotypes keep you from attaining happiness. Some people feel they must forever stick to their habits. But that's not true! If you're a football player and you find you actually enjoy theatre, go for it. Audition for the school play, get your friends to come and support you.

Listen to music you love. Sing along to it whether you have a great voice or are tone-deaf.

Strive to excel. There is no better feeling than working as hard as you possibly can and seeing the results of your efforts. Think always to yourself, "How can I be better?" and then work to make that happen.

Be open and honest. If someone hurts you, either forget about it or tell them what they've done – and then forget about it. When you love someone, tell them. When someone makes you happy, tell them.

Give compliments, even to the people that aren't your greatest friends.

Do something. Don't sit around the house feeling bad about things. Take action. Get out of the house; go on a walk, go next door to visit a friend.

Don't dwell on the past.

Concentrate on what can be done now, in the present time and place. There's no pleasure in thinking about what might have been.

Make a list of things that make you happy. Make a list of all the good things in life. Make a list of good people. Make a list of beautiful sights or sounds. Make a list of anything uplifting.

Splurge. Pick one affordable thing you want to buy and which will end up making you terribly, terribly happy because it's just that great, and splurge! But don't overdo it, don't put yourself into debt and don't clog your arteries until they explode.

Always be the best person you can be. Don't lie, don't cheat, don't gossip, don't do anything that could bring someone else down. That's selfish and that's mean and that's totally not worth the pain that will come around later to you for it.

Look for the child inside yourself. Draw with sidewalk chalk, colour in colouring books, do something that takes you back to simpler days. It will remind you to look for joy in the little things.

Remember people worse off than you. You got a C on that Chemistry test? Well, someone else failed it. You broke your leg? Someone else doesn't have a leg. See? Remember that you have a LOT compared to someone else.

Don't make yourself unhappy. Get over your pride. Get rid of that little gnawing devil inside you that refuses to be happy. Some people actually enjoy being miserable, whether they enjoy the attention it brings or otherwise. Don't be one of these people, because then you'll stand in your own way to happiness.



Adapted from: <http://www.radicalparenting.com/2009/07/07/15-tips-for-teens-to-lead-happier-lives-teen-article/>

Text A: Text Handling

1 Purpose of Text A – multiple-choice questions

Criterion 4Bii

Choose the correct answer from A, B, C or D. Write the letter in the box.

Find evidence in the text to justify each of your answers.

1. Text A is: ☐
 - A. a newspaper report
 - B. an advertisement
 - C. a brochure
 - D. a set of guidelines.
2. The main purpose of Text A is to: ☐
 - A. narrate a story
 - B. advise the readers
 - C. describe happiness
 - D. explain how the mind works.
3. The main point (thesis) of the text is that: ☐
 - A. teenagers need help from friends to be happy
 - B. teenagers are unhappy most of the time
 - C. teenagers can create their own happiness
 - D. teenagers should not think about themselves so much.
4. The main audience for Text A is: ☐
 - A. parents
 - B. young people
 - C. teachers
 - D. counsellors and advisers.
5. The writer of the text is: ☐
 - A. an adult
 - B. a counsellor
 - C. another teenager
 - D. a professional journalist.

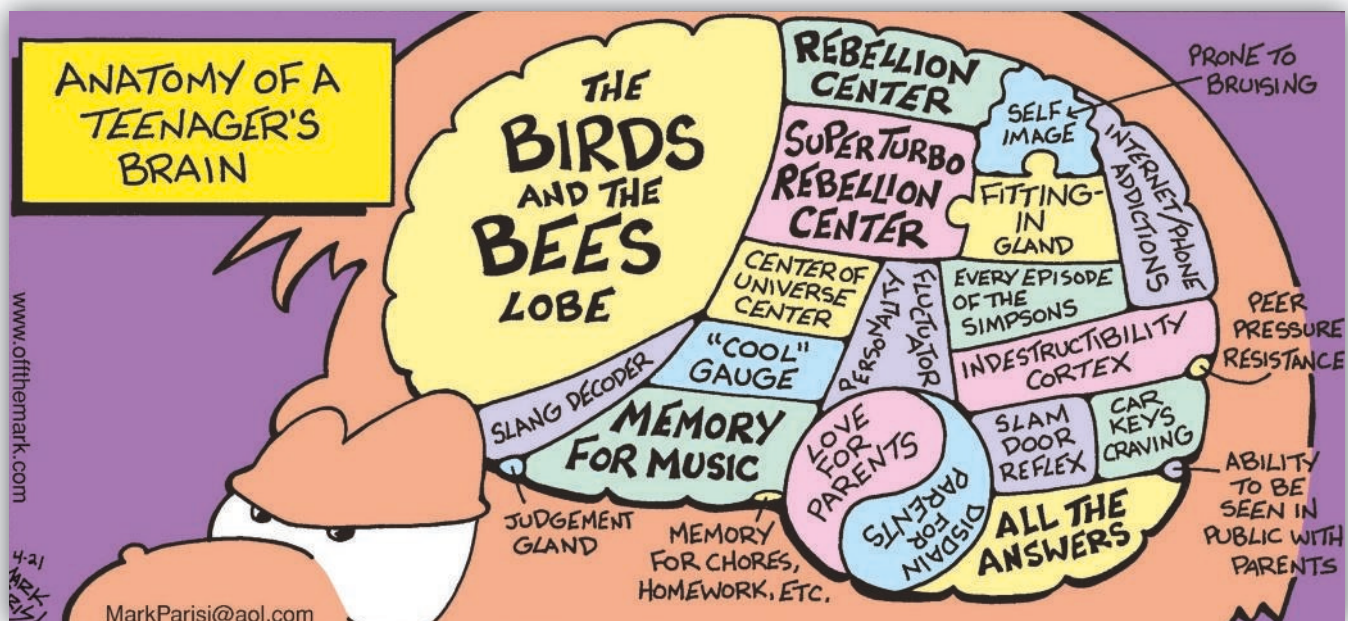
Formative oral and interactive skills – role play

Criteria 4Ci, 4Ciii

Wycliffe and friends

Create a role play in which one person plays Wycliffe, an unhappy teenager, and the rest of the group offers advice.

Think about the cartoon below in relation to Wycliffe. What kinds of problems might he have? What is causing him to be unhappy?



Planning and scaffolding

If you are playing the role of Wycliffe you can use the image to think of problems the character might have.

Use your creativity and make a list of five points. Do not show your list to the others. The others will offer you advice.

The person playing Wycliffe can ask questions such as:

- What is the point of doing that?
- What effect will it have?

On the next page you will find cue cards to help you organize your ideas for each character.

Cue card: Wycliffe

Wycliffe's problems	Reasons for/causes of the problems

Cue card: Wycliffe's friend

Advice: What can make Wycliffe happy?	Reason: Why does this advice work?	Effect: What will happen to Wycliffe if he takes the advice?

Planning and scaffolding

If you are playing one of Wycliffe's friends, help Wycliffe to be happier. Use this table to create several pieces of advice for Wycliffe. Do not show your advice to the person playing Wycliffe. Decide which pieces of advice are the best.

In the role play the people speaking are friends, so what language and style will they use? Will it be:

- formal
- semiformal
- informal
- slang?



When you have prepared your ideas, begin your role play to see whether you can help Wycliffe.

When you finish the role play, discuss what you have learned, so that you judge whether your advice was useful or not.

ATL Social skills

As you conduct the role play you can demonstrate these skills.

1. Practise empathy
2. Help others to succeed
3. Manage and resolve conflict
4. Listen actively to other perspectives and ideas
5. Give and receive meaningful feedback

Formative writing activity

Cause and effect – what makes you happy?

Criterion 4Di

Do you agree with the list in the article? Create your own personal list of 10 things that can make you happy.



Share your ideas with others. Create your own personal advice column for a school magazine. The title could be: “How to be happy”, or something similar. Write 200–250 words.

You can use ideas from Text A, or include other ideas of your own. Explain how the things that make you happy can make others happy too. Make sure that you are able to justify your advice by explaining the effect it will have. Remember to write an introductory paragraph. End your advice column with a conclusion or final thought.

Planning and scaffolding

Criterion 4Dii

Use the table below to create at least five pieces of advice to give on the subject of “How to be happy”. Each piece of advice should show both a cause and effect.

Advice: What can make you happy?	Cause: Why does this advice work for you?	Effect: What happens when you take this piece of advice?

Planning and scaffolding – cohesive devices

Criterion 4Dii

Here are examples of basic connecting phrases for cause and effect.

As a result of X,	Y happens	
Due to X,		
Because of X,		
X	results in	Y
	leads to	
	gives rise to	
	is responsible for	
Y	is caused by	X
	is brought about by	
X makes Y possible		
X happens, therefore, Y happens		
If X happens, then Y happens		

You should practise using these sentence types in your essay. Here are some examples.

- As a result of working with other people, you can make new friends.
- Having goals can result in feeling happier.
- A lot of unhappiness is caused by not talking about a problem.
- If you smile, people are more likely to talk to you.

Planning and scaffolding – language, audience and purpose

Criterion 4Diii

Remember also to think about:

- the purpose of the text
- the audience or readership for your text
- your role as writer.

You are speaking to your classmates, so what language and style will you use?

Will it be:

- formal
- semiformal
- informal
- slang?

Conclusion to factual question

What makes teenagers happy?

Now that you have completed this section, what is your answer to the factual question? Make a list of all the things mentioned in this section. Which are the most important? Which are the least important? Design and draw a diagram to demonstrate your conclusions.

Key and related concepts

Creativity and purpose

Creativity involves the process of generating new ideas and points of view. In this section we shall look at some creative suggestions for personal writing. To do this we are going to think creatively about the future.

Look at the cartoon below. Do you agree with the speaker?



What do you think you will be doing in the year 2030? Here are some questions to consider. Discuss your answers with a partner or in groups. Share your findings with your class.

- Where will you be in the year 2030?
- How will you be living your life?
- What will you have achieved?
- What job will you be doing?
- What friends and family do you think you will have?
- What difficulties will you have had?
- What activities and people will be important in your life?
- What will be your likes and dislikes?
- How will you have changed since being a teenager?
- What will be your ambitions for the next 30 years?
- What other questions could you ask your future self?

ATL Self-management and research skills

Go to a variety of sources and find out what predictions are being made about jobs of the future. Make your own list of preferred future professions. You could present your choice to your class. Describe the job in detail and give reasons for your choice.

Using your imagination and creativity

Different text types

Criterion 4Bi

Use your creativity to write a text about, or from, the person you imagine yourself to be in the year 2030. Write 200–250 words.

What would you want your older self to say or ask your younger self? Alternatively, what will be written about your future self?



Here are some suggestions for creating a text.

- Write a story about something important that happened to you.
- Write a journal, diary or blog about your daily life in 2030.
- Write an interview with your future self.
- Write a set of guidelines and instructions from your future self to yourself now.
- Write an essay on the subject “What I wish I had known when I was a teenager”.
- Imagine you become a celebrity. Write a review of one of your concerts, books, films or other achievements.
- Write a news report about something dramatic that has happened to you.
- Create a magazine article about your future self.

Here are two alternatives:

- Write a letter or an email from yourself now to your future self.
- Create a text of your own.

Thinking about purpose

When you write it is very important to think about the purpose of the text you are writing. Use this table to plan the text you are going to write about your future self.

Think about:	Examples:	My text about my future self
your role as writer	friend, expert, older sibling, teacher, student	I am ...
the audience you are writing to	friend, younger self, older self, stranger, an important person	The audience is ...
the function(s) of the texts	narrate, describe, instruct, explain, persuade	The main purpose of the text is to ...
the formality of the text	very informal to very formal very personal to very impersonal	My language will be ... because ...
what effect you hope to have on the reader	to make someone understand something, to persuade someone, to entertain, or to make them feel certain emotions	I hope the reader(s) will feel ... I hope the reader(s) will think ... I hope the reader(s) will [action] ...

ATL Thinking and Communication skills

This is an exercise to develop your creative-thinking skills. You can generate new ideas and consider new perspectives. You also have the opportunity to write for different purposes and different audiences.

As a class you might want to consider how these two alternative written responses on the theme “Your future self” would differ in terms of text type, format and use of language.

Do we all have the same kinds of intelligence?

Conceptual question

Before you read Text B

Criteria 4Bi, 4Bii, 4Biii

Think about your education as an MYP student. With a partner make a list of all the subjects that you study. Discuss which subjects and options you have chosen, and also which subjects you have decided not to take. Also make a list of your choice of community or personal projects, as well as your involvement in action and service at school. What do your choices say about you as a person?

When you have finished, discuss these other questions:

1. Are you equally good at all subjects and activities in the MYP?
2. What are your strengths?
3. What are your weaknesses?
4. How does the MYP help you to become intelligent?
5. Are there different kinds of intelligence?



While you read Text B

Criteria 4Bi, 4Biii

The article you are going to read describes eight different kinds of intelligence. As you read, give yourself a score out of 10 for each kind of intelligence you possess.

Planning and scaffolding

Type of intelligence	Score on the scale 1–10
Linguistic	
Logical-mathematical	
Spatial	
Musical	
Bodily-kinesthetic	
Naturalistic	
Interpersonal	
Intrapersonal	

Text B

Which kinds of intelligence do you have?



Dr Howard Gardner

Along with youth, beauty, wealth and happiness, many cultures place a high value on intelligence.

As a result, psychologists and educators have created a huge number of standardized tests with which to measure a person's intellect. These tests have different names – “IQ”, “general intelligence” or “general mental ability” – but all measure the same three skills: mathematics, first language and visualization.

Some people may not be easy to assess. What about a musical child who has a hard time solving fractions? What about a child, who speaks three other languages fluently, but does poorly in spelling tests in English? What about the excellent athlete who cannot interpret a diagram?

How can we assess children with such obvious talents? What if “intelligence” could be measured differently?

Dr Howard Gardner is a psychologist and professor of neuroscience at Harvard University. He defines intelligence as the ability to solve problems or to create products which are valued in one or more cultural settings.

Text B (continued)



Gardner developed the theory of multiple intelligences (MI) in 1983. He said there are eight (possibly more) different kinds of intelligence.

Each one reflects a different way of interacting with the world. Gardner says each person has a different combination of these intelligences.

The intelligences can be described as follows.

1. Spatial intelligence involves the potential to imagine and “read” or work with three- or two-dimensional spaces. Pilots, navigators, architects or designers have this kind of intelligence.
2. Bodily-kinesthetic intelligence involves the potential of using one’s whole body or parts of the body to solve problems, as a dancer or an athlete does.

Text B (continued)

3. Musical intelligence involves skill in the understanding, performance and composition of musical patterns.
4. Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.
5. Logical-mathematical intelligence consists of the capacity to analyse problems logically and carry out mathematical operations. Unsurprisingly, this intelligence is associated with scientific and mathematical thinking.
6. Interpersonal intelligence requires the ability to work effectively with others. It involves sensitivity to other people's moods, feelings, temperaments and motivations. This kind of intelligence is important, for example, to a negotiator. Teachers, political leaders and counsellors all need to develop interpersonal intelligence.
7. Intrapersonal intelligence entails the capacity to understand yourself, your feelings, fears and motivations. It gives a person a deep understanding of people, situations, and moods.
8. Naturalistic intelligence is the ability to make distinctions in the world of nature such as between different plants, animals or cloud formations.

Ideally, we should have all eight intelligences to live life well and become well-balanced individuals. If we accept people who have different types of intelligence, schools can become more welcoming and inclusive. Maybe the world would become a smarter and happier place.

Text B: Text Handling

1 Purpose of Text B – multiple-choice questions

Criterion 4Bii

Choose the correct answer from A, B, C or D. Write the letter in the box.

Find evidence in the text to justify each of your answers.

1. The main purpose of Text B is to: ☐
 - A. narrate a story about multiple intelligences (MI)
 - B. advise the readers about MI
 - C. describe Gardner's MI
 - D. explain how the mind uses MI.
2. The main point (thesis) of Text B is: ☐
 - A. we all have MIs
 - B. some MI are more important than others
 - C. MI are more important than IQ
 - D. teenagers need MI.
3. Text B seems to be: ☐
 - A. a magazine article
 - B. an advertisement
 - C. a brochure
 - D. a set of guidelines.
4. The main audience for Text B is: ☐
 - A. parents
 - B. young people
 - C. a general audience
 - D. psychologists.
5. The writer of Text B is: ☐
 - A. a parent
 - B. an advertiser
 - C. another teenager
 - D. a journalist.
6. The language used in Text B is: ☐
 - A. chatty
 - B. formal
 - C. informal
 - D. slang.

After you have read Text B

Criterion 4Biii

Look through the list of eight kinds of intelligence. How do you see yourself?

Rank your intelligences by putting them in order using the scale:
1 = least like me to 10 = most like me.

Look at the descriptions of each intelligence. Which specific skills would you like to develop for each kind of intelligence?

Types of intelligence	Rank (1–10)	What specific skills would you like to develop?	Reason
Linguistic			
Logical-mathematical			
Spatial			
Musical			
Bodily-kinesthetic			
Naturalistic			
Interpersonal			
Intrapersonal			

ATL Social and thinking skills

The purpose of this exercise is to help you to consider the process of learning.

As you think about the different intelligences you possess, you can identify the strengths and weaknesses of your personal learning strategies.

As you complete the table also think about developing new skills, techniques and strategies for effective learning.

Formative oral and interactive skills

Criteria 4Ci, 4Ciii

Study the list of jobs and professions, and the kinds of intelligence they require.

Linguistic	Logical-mathematical	Spatial	Bodily-kinesthetic
Comedian Social media specialist Journalist Lawyer Librarian	Accountant Software designer Detective Economist Engineer	Architect Computer programmer Engineer Film animator Graphic artist	Actor Athlete Carpenter Dancer Firefighter
Musical	Naturalistic	Interpersonal	Intrapersonal
Disc jockey Musician Piano tuner Recording engineer Singer	Farmer Gardener Geologist Landscape Meteorologist	Actor Administrator Customer service officer Counsellor Marketing manager	Careers counsellor Consultant Criminologist Entrepreneur Psychologist

Here is a list of 45 more jobs and professions. What kind(s) of intelligence do you think are the most important for each job?

In groups discuss and categorize the jobs according to the types of intelligence required.

Forest ranger Jeweller Personal trainer Physiotherapist Surgeon Voice coach Guitar maker	Monk Therapist Writer Wellness counsellor	Eco-warrior Doctor Illustrator
Songwriter Sound editor Speech therapist	Poet Politician Teacher	Nurse Politician Salesperson Social worker Waiter/waitress/barista
Researcher	Translator Writer	Chemist Physicist Stuntman/-woman
Researcher Scientist Statistician	Photographer Veterinarian Car mechanic Stage magician	Interior decorator Photographer Truck driver
Interior decorator Photographer	Helicopter pilot Truck driver	

ATL Social and thinking skills

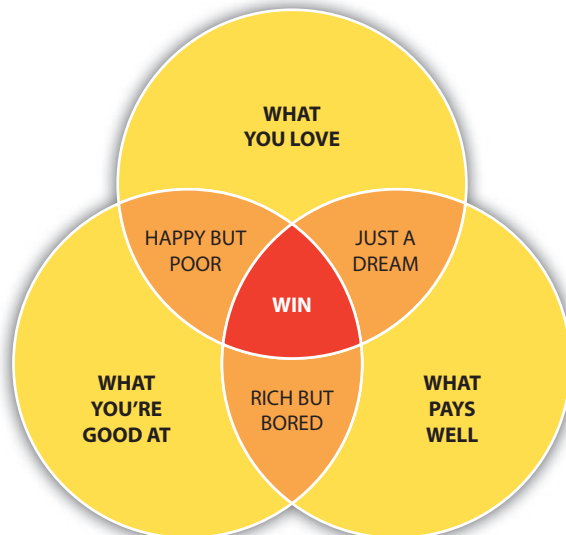
This is quite a lengthy task. Work in small groups. Find ways of organizing the task so that you can complete it quickly and efficiently. Remember that you will need to combine all your answers into a single solution. When you have finished the task look at the information you have collected. What conclusions do you come to about the different jobs and the different kinds of intelligence?

Formative oral task: Role play

Criteria 4Ci, 4Ciii

Careers advice

Before you start the role play discuss the meaning of the diagram below.



What do you want to be in the future?

In pairs, carry out the following role play. One person is a counsellor; the other is the student. The aim of the exercise is to identify two or three possible careers.

Here is a list of prompts for the counsellor to ask.

- Tell me about the subjects you like at school.
- Tell me about the subjects you are good at.
- Are there any subjects and activities you don't like? Why?
- What do you like to do in your free time?
- What special skills do you have?
- Which of the eight kinds of intelligence do you possess to a greater degree?

On the basis of this information the counsellor suggests a job or profession and the student gives an opinion. Continue until you agree on a future job or profession.

Reverse the role play so that each person plays each role.

ATL Communication skills

In this exercise you have opportunities to exchange thoughts, messages and information effectively through interaction.

In the roles of counsellor and client you can practise these skills:

- listening actively to other perspectives and ideas
- building consensus
- giving and receiving meaningful feedback.

As a counsellor you will need to exercise leadership by leading the discussion.

As the client you need to be able to stand up for your own rights and needs in cases where you disagree with the counsellor's suggestions.

Formative writing activity

Cause and effect – one result and several causes

Criteria 4Di, 4Diii

Write an essay with the title, “My future career”. Think of at least three reasons why you would want that career. Write 200–250 words .

In your introduction state your dream job and what is so good about it.

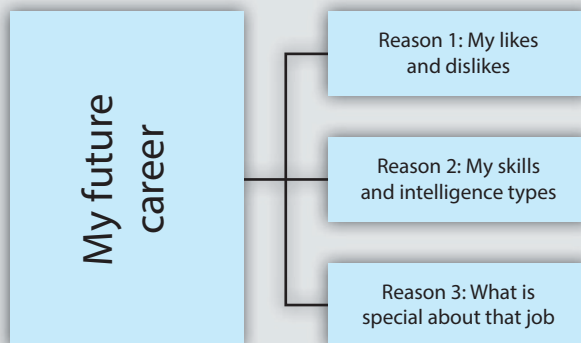
Remember to outline your reasons for wanting your chosen career.

Write a short conclusion or final thought – maybe suggesting how easy or difficult it will be to achieve your ambitions.

Planning and scaffolding

Criterion 4Di

You could plan the body of the essay using this diagram.



ATL Thinking and communication skills

Work with a partner. Each of you should draw a pie chart to show the distribution of your own multiple intelligences. When you have finished, compare your results. What conclusions do you come to?

Conclusion to the conceptual question

Do we all have the same kinds of intelligence?

Now that you have completed this section, what is your answer to the conceptual question?

Oral and interactive skills – role play

Think back to the role plays you did earlier in this chapter when you played Wycliffe or one of his friends, and when you carried out the careers advice activity. As you can see, role play is a speaking activity in which you put yourself into somebody else's shoes and become that character for a short time. While the role play is taking place the rest of the class can observe and judge the action. Role plays are useful for acting out imaginary situations. In this book the situations are based on the texts you read. In role play you have a chance to practise using English in lifelike situations outside your everyday experiences.

Using cue cards

Role play works best when you prepare before you start. Make sure you have prepared the language and the ideas you are going to use. The use of a cue card such as the one below may help:

Name
Family
Friends
Lifestyle
Home
Relationships
Problem

You may need time to get into the role by thinking about the character you are going to play and the opinions the character might hold. This is when cue cards can be very helpful. Look at the two people in the exercise below. Who are they? Create cue cards for each character.

Character A – quotes

"When I was younger
I learned to stop chasing
money and to start chasing
my dreams."

"I know what I want in life."

"I may not have a fortune but
I know what fulfillment is."



Back-story

Name

Family

Friends

Job

Lifestyle

Home

Relationships

Character B – quotes

"What is the point of a life without a lot of money?"

"It is true that money can't buy happiness. But it helps."

"I can have what I want when I want it."



ATL Thinking skills

While the role play is taking place others in the class or the group can observe the action. As observers you can give feedback by:

- interpreting what you see
- evaluating the arguments used in the role play
- drawing reasonable conclusions.

As observers you can test your conclusions by asking the people in the role play why they said what they did and why they acted in the way that they did.

Back-story

Name

Family

Friends

Job

Lifestyle

Home

Relationships

Formative oral and interactive skills – role play

Who has the better lifestyle?

Criteria 4Ci, 4Ciii

Look at the cue cards that you have filled in for the two characters above. Imagine they meet for the first time on the first day of a new school year. In pairs carry out a role play in which each character tries to find out as much as possible about the other.

What conclusions would they come to? Do you think they would become friends? Present your findings to the class.

ATL Thinking skills

Before you conduct the role play, think about about the purpose of the activity.

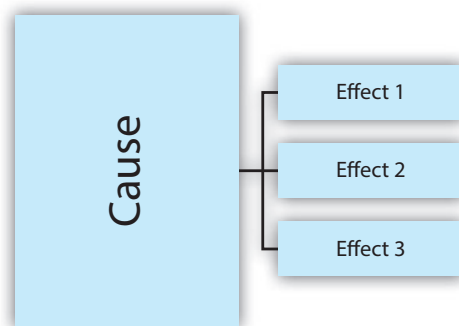
What are you trying to achieve? What can you do during the role play to best achieve your purpose?

Writing skills: Cause and effect – explanation

When we create informative texts, the purpose is often to present cause and effect to show the relationship between them.

Cause and effect relationships explore how and why something happened in the past or will occur in the future as a result of an event.

Causes always come before effects. Sometimes there are many different causes for one effect or result. Alternatively, one cause can be responsible for several effects, as shown in this diagram.



Cause and effect – transitions

When describing cause and effect it is very important to use transitions.

These are words or phrases that help us to understand the relationship between people or events.

Here are some transitions you can use to move your writing from one idea to the next.

To give an example or illustration:

- He loves expensive clothes. *For example*, his shoes cost nearly two hundred dollars.
- Jo sometimes becomes bored easily. *For instance*, she can never concentrate on one thing for long.



To contrast one sentence with another:

- Suzanne is one of my best friends. *However*, she is always complaining about something.
- Jack loves reading. *Even so*, his writing is not so good.
- I was feeling awful when she visited me. *Nevertheless*, we had a wonderful time.

To add another idea:

- Tom is crazy about bikes. *Furthermore*, he knows how to do all the maintenance.
- Mr Patsula is an excellent teacher. *Moreover*, he is very popular with his students.
- Everybody likes Louise. *In addition*, she seems to like everyone she meets.

To show that one thing causes another:

- Our teacher isn't very organized. *Consequently*, he sometimes doesn't seem to know what he is doing.
- One time John forgot his mum's birthday. *As a result*, she was very angry.
- Alison jogs three times a week. *Therefore*, she is very fit.

To summarize or generalize:

- Her attitude towards work really bothers me. *On the whole* though, we agree on most things.
- Sarah is sensitive, warm, and considerate. *In short*, I really like her.

Formative written activity – cause and effect

One cause, several effects

Look at the diagram of the tree. How does it explain the connection between cause and effect? Think about the metaphors of the root and branches. Sometimes several problems are the result of a single cause. Here are some examples. What are the effects of:

- a poor education
- bullying
- overeating
- smoking among teenagers
- loud music?

Write an essay on one of the cause and effect topics listed above. Think of at least three effects for each cause. Write 200–250 words. Remember to use the connective devices and vocabulary you have learned about in this chapter.

Sample cause and effect essay: “What are the effects of bullying?”

Criterion 4Di



Planning and scaffolding – organization

Criterion 4Dii

Use the tree diagram above and the table below to help you to plan your assignment. Here is an example that has been started for you.

Introduction: Defining your ideas What is bullying?	Definitions and explanations When someone uses his or her strength or influence to force someone to do something
Effect 1: unhappiness	Examples and explanations Low self-esteem (not feeling good about yourself)
Effect 2: anxiety	Explanation and example Anxiety: being afraid of going to school so having many days away from school, perhaps staying off sick
Effect 3: loneliness	Explanation and example Feeling that you have no friends
Conclusion and final thought	

Planning and scaffolding – purpose

Criterion 4Diii

Remember also to think about:

- the purpose of the text
- the audience or readership for your text
- your role as writer.

You are writing a cause and effect essay, so what language and style will you use? Will it be:

- formal
- semiformal
- informal
- slang?



ATL Thinking skills

In this exercise you need to gather and organize relevant information to formulate an argument.

You have been given some explanations and definitions of the different effects bullying can have. You now need to find practical examples that will help your reader understand the point more clearly. You will also need to write an introduction that grabs the reader's attention as well as a final thought or conclusion.

How important is personal fulfillment?

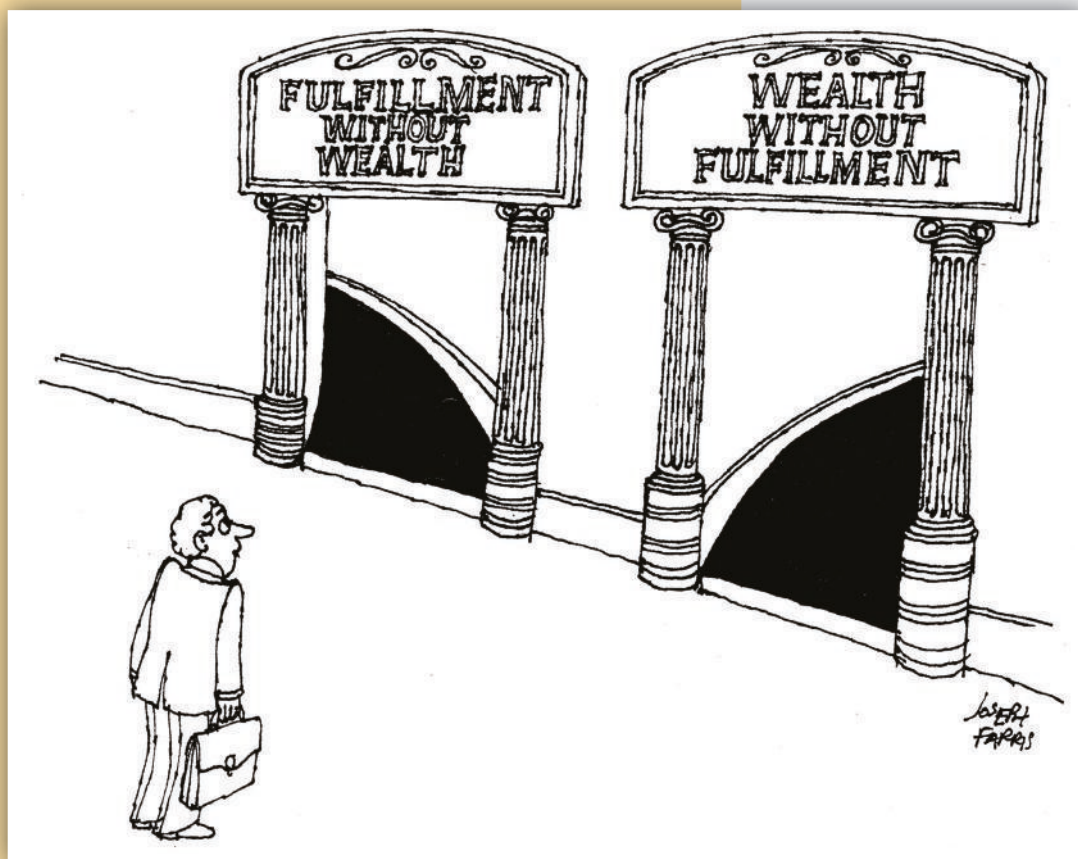
Conceptual question

Before you read Text C

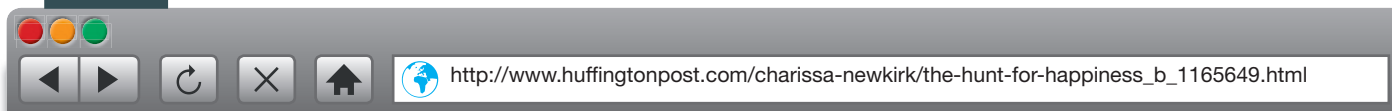
Criteria 4Bi, 4Bii, 4Biii

Focusing discussion

Once again, imagine yourself 20 years from now. If you want to be happy, which will be more important: being rich, or fulfilling your personal ambitions? Which door will you go through? What will be the reasons for your choice?



If you could only have one, which would you choose? Discuss your answers in class.



The Hunt for Happiness



The other day, I was texting a good friend about school, and our future plans. He said he wasn't sure what he wanted to be. Naturally, I told him that he didn't have to worry about that now, but I said, "If you're going to do something, do what makes you happy."

Then he asked something I thought was peculiar: "Well, how would you define 'happy'?"

For some reason, I was really surprised by this question. I then began thinking about what I, as a teenager, understand by the word "happy".

My first thoughts about my own happiness were immature: happiness is having a boyfriend, being pretty, having friends, etc. I stopped myself, though, and started

to think like an adult (I'm 16; I'm going to have to start eventually!). I pictured what I'd want my life to look like in 20 years. I saw myself doing lab work at a university. I saw myself sitting on the couch with my husband and children watching a movie. I saw myself being able to have lunch with my mom and dad once in a while.

After considering this, my answer to him was, "Happiness is being comfortable, being surrounded with people you truly care about, and having a good amount of wisdom."

"Those things take time, though, Charissa," was his reply.

"What do you expect?" I asked. "Why, do you have something better?"

"Make a good amount of money in the least amount of time possible!" was his answer.

And you know what? I don't blame him for saying that.

Then I thought about Steve Jobs, the founder of Apple. He is an amazing example of someone who was not much older than I am now when he struggled with where he was going in life. ... but committed to going somewhere. Even though he dropped out of Reed College and had no formal education, Jobs used every lesson, to pursue his passion. He had the ambition and the courage to hunt a dream, take it by the throat, and run with it.

Ending his speech to Stanford graduates in 2005, Jobs advised them to "Stay hungry. Stay foolish." Ever since I read Jobs' speech, it has stuck with me.

It's made me want to push for more. It's taught me that hard work and dedication to something you love – anything you love – is really fulfilling.

So as I sat texting my friend, I decided at that moment to do what I love with my life ... even if it takes a little longer and I have to work a little harder, or I have to suffer a few disappointments.

And with that, I think I'll have a helluva good one.

Adapted from: http://www.huffingtonpost.com/charissa-newkirk/the-hunt-for-happiness_b_1165649.html

Text C: Text handling

Criteria 4Bi, 4Bii

1 Purpose of Text B – multiple-choice questions

Choose the correct answer from A, B, C or D. Write the letter in the box.

Find evidence in the text to justify each of your answers.

- | | |
|---|--------------------------|
| 1. The main purpose of the text is to: | <input type="checkbox"/> |
| A. narrate a story about being happy | |
| B. advise the readers how to achieve happiness | |
| C. describe what happiness feels like | |
| D. define different kinds of happiness | |
| 2. The main point (thesis) of Text C is: | <input type="checkbox"/> |
| A. What is happiness? | |
| B. What is ambition? | |
| C. Happiness is a teenage thing | |
| D. Steve Jobs is a role model. | |
| 3. Text C is: | <input type="checkbox"/> |
| A. a magazine article | |
| B. an advertisement | |
| C. a blog | |
| D. a set of guidelines. | |
| 4. The main audience for Text C is: | <input type="checkbox"/> |
| A. parents | |
| B. young people | |
| C. a general audience | |
| D. psychologists. | |
| 5. Charissa, the writer of the text, is: | <input type="checkbox"/> |
| A. an adult | |
| B. an expert | |
| C. another teenager | |
| D. a professional journalist. | |
| 6. The tone of the author of text C is: | <input type="checkbox"/> |
| A. emotional | |
| B. angry | |
| C. persuasive | |
| D. matter of fact. | |



After reading Text C – short-answer questions

Criteria 4Bi, 4Biii

2 Answer the following questions.

7. Name three things Charissa thought she would do in her future life.
8. Name three things Charissa thought she would need to be happy in her future life.
9. What was her friend's definition of happiness?

- 3 True or false?** The sentences below are either true or false. Tick "True" or "False" then justify your answer with a relevant brief quotation from the text. Both a tick and a quotation are required for one mark. The first example is done for you.

		True	False
Example:	Charissa understands her friend's ambition to make a lot of money.	✓	
Justification:	"I don't blame him for saying that."		
10.	Steve Jobs had a hard time succeeding as a young man.		
Justification:			
11.	Steve Jobs had a brilliant university career.		
Justification:			
12.	Steve Jobs was very passionate about following his dreams.		
Justification:			
13	Steve Jobs thought people should always be really sensible and logical.		
Justification:			
14.	Charissa thinks that happiness means fulfilling your ambitions.		
Justification:			
15.	She thinks that this can be done quickly and easily.		
Justification:			

Formative oral and interactive skills – role play

Criterion 4Ci

Class reunion in 2030



Who will you be in 2030?

ATL Thinking and communication skills

Look at the set of portraits of people, mainly in their 30s, above.

Pick the portrait closest to your vision of yourself in 2030. Think about why you have chosen that person and who that person is. Do not reveal any information. Work in pairs and interview each other to find out as much as possible about your partner's future self.

Planning and scaffolding

Use your imagination to create the back-story of four imaginary people from your class. You can use the information as a cue card in the role play afterwards.

Criterion 4Ciii

What will be important in your future: wealth, fulfillment, security or happiness?

Your school organizes a reunion. Imagine you meet members of your class in the year 2030. What will you say to each other?

Here are four cue cards for four people who meet at a school reunion. Complete their back-stories. Before you start it may help to give your character a mark out of 10 for each point, e.g.:

Wealth: 1–10

Fulfillment 1–10

Security 1–10

Happiness 1–10



Character A: Rich, lucky but unfulfilled	Back-story
<p>"I just happened to hit the jackpot!</p> <p>I was working for the right company at the right time.</p> <p>I never thought I was going to be this rich.</p> <p>Wealth has given me freedoms, choices and adventures.</p> <p>The novelty of money soon wears off though. I need to do something meaningful."</p>	<p>Name</p> <p>Nationality</p> <p>Family</p> <p>Friends</p> <p>Lifestyle</p> <p>Home</p> <p>Relationships</p>

Character B: Fulfilling job but no money	Back-story
<p>"I've travelled the world working for an international aid agency.</p> <p>I've concentrated on things that make the world a better place and improve the lives of other people, but the pay is low and I can't afford to buy my own home.</p> <p>Am I going to have to change career?"</p>	<p>Name</p> <p>Nationality</p> <p>Family</p> <p>Friends</p> <p>Lifestyle</p> <p>Home</p> <p>Relationships</p>

Character C: Safe and steady	Back-story
<p>"After university I took a job with a small local company.</p> <p>I've been working there ever since.</p> <p>My job is safe but a little bit boring.</p> <p>I met my partner soon afterwards.</p> <p>We have three children.</p> <p>We can't afford luxuries in life."</p>	<p>Name</p> <p>Nationality</p> <p>Family</p> <p>Friends</p> <p>Lifestyle</p> <p>Home</p> <p>Relationships</p>

Character D: Rich, never needed to work	Back-story
<p>"I inherited money from my parents.</p> <p>I am unsure about my abilities because I have never tested myself.</p> <p>Wealth can be a barrier to connecting with other people.</p> <p>I have no close friends.</p> <p>People always expect me to give really good presents.</p> <p>Do people like me for who I am, or for my money?"</p>	<p>Name</p> <p>Nationality</p> <p>Family</p> <p>Friends</p> <p>Lifestyle</p> <p>Home</p> <p>Relationships</p>

Working in groups of four, carry out a role play of the conversation between the four characters in the year 2030. Use the table to guide the direction of the role play. In the role play discuss all the characters' life stories. You can do this by asking questions about each other's lives: their families, friends, lifestyles, homes and relationships.

The purpose of the conversation will be to look at the advantages and disadvantages of each character's lifestyles. Also record what advice you would give in order for each character to be happier or more fulfilled.

	Advantages of the person's life	Disadvantages of the person's life	Advice of the other characters
Character A			
Character B			
Character C			
Character D			

By the end of the role play you should be able to come to some conclusions about the question, "What is more important for your personal future: wealth, fulfillment, security or happiness?" What life lessons has the role play taught you? As a group what conclusions have you come to? Using your imagination, find ways to share your findings with the rest of your class.

Formative writing activity – cause and effect essay

Several causes and one effect

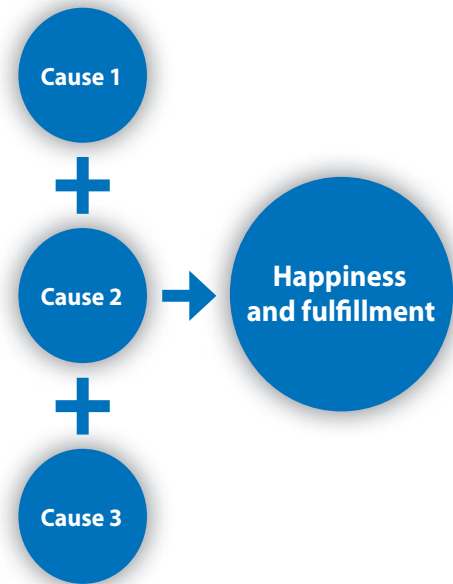
Having read Texts A, B and C, what do you think is the secret of future happiness? What do you think are the main reasons why some adults are happy while others are not? The title of your essay could be “The secret of happiness in later life”. Alternatively, you could create your own title.

Planning and scaffolding

Use the diagram opposite and the table below to help you to plan your assignment.

Criterion 4Di

Criterion 4Di



Effect: a happy and fulfilling life as an adult	Definitions and explanations Explain how you define the terms “happiness” and “fulfillment”.
Cause 1: Give one cause of happiness.	Explanation and examples
Cause 2: Give one cause of fulfillment.	Explanation and examples
Cause 3: loneliness Give one cause of unhappiness.	Explanation and examples
Conclusion and final thought	

Planning and scaffolding – purpose

Criterion 4Diii

Remember also to think about:

- the purpose of the text
- the audience or readership for your text
- your role as writer.

You are writing a cause and effect essay for your teacher, so what language and style will you use? Will it be:

- formal
- semiformal
- informal
- slang?

ATL Self-management skills

Practising self-awareness and mindfulness

This chapter is about the meaning of two concepts: happiness and fulfillment.

Think about yourself. How happy and fulfilled are you? Just like the Richter Scale which measures earthquakes on a scale of 1 to 10, imagine there was a “Happiness and Fulfillment Scale”. Give yourself a mark out of 10. What score would you give yourself?

What would you have to do to move one mark further up the scale? How would these changes make your life better?

Can you make a plan to activate and achieve these new aims?

Conclusion to conceptual question

How important is personal fulfillment?

Now that you have completed this section, what is your own personal answer to the conceptual question? Look at the picture below. What message does it convey about the question? Do you agree with the message conveyed by the photograph?



What does audio-visual Text D communicate about the themes of happiness, intelligence and fulfillment, and how is this done?

Conceptual question

Before you examine Text D: What do we know so far?

In this chapter you have inquired into the concepts of happiness, intelligence and fulfillment. As a class, make a list of the most important ideas you have learned so far in your investigations.

Focusing activity

Read through the exercises in the **While you watch** section to make sure you know what to look and listen for. You may need to watch the material several times and discuss possible answers in class after each viewing.

Text D

Audio-visual texts

The following are suggested texts to use in this section. Alternatively, you could use an audio-visual stimulus of your own choosing related to the themes of happiness, intelligence and fulfillment.

Choose your own adventure: career!

Steven Tomlinson at TEDxTraverseCity

https://www.youtube.com/watch?v=GJ_P7col8c0

The moments that make champions

Caroline Adams Miller at TEDxGramercy

https://www.youtube.com/watch?v=84H1wihM_Go



Howard Gardner on multiple intelligences

<https://www.youtube.com/watch?v=iYgO8jZTFuQ>

While you watch Text D

Criteria 4Ai, 4Aii

Answer the following questions.

- Text D seems to be related to which of these MYP global contexts?

- A. Identities and relationships
- B. Orientation in space and time
- C. Personal and cultural expression
- D. Scientific and technical innovation
- E. Globalization and sustainability
- F. Fairness and development



- Use this table to summarize the main points of Text D. You may wish to add extra supporting points, if necessary.

	Main idea	Examples and/or explanations and/or details
Subject matter		
Thesis (main point)		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion		

2 Purpose of Text D – multiple-choice questions

Choose the correct answer from the options given. Write the letter in the box and provide a short justification for your answer.

3. The approach to the subject matter of Text D is mainly: ☐

- A. entertaining C. persuasive
- B. factual D. other.

4. How would you describe the content of Text D? ☐

- A. Really important C. Fairly interesting
- B. Interesting D. Uninteresting

5. What was the format of Text D? ☐

- A. Speech
- B. Conversation/discussion
- C. Debate
- D. Documentary
- E. Other

Criterion 4Aii

6. The purpose of Text D was to: ☐

- A. narrate a story
- B. describe a situation
- C. explain a problem
- D. argue a point of view
- E. give instructions/guidelines
- F. other.

7. How many points of view did Text D show? ☐

- A. One C. Three
- B. Two D. More than three

8. The opinions in Text D are: ☐

- A. very balanced C. biased
- B. quite balanced D. very one-sided.

9. How much use did Text D make of graphics? ☐

- A. Used graphics a lot
- B. Used graphics more than twice, but not a lot
- C. Used graphics once or twice
- D. Never used graphics

10. Which of these techniques are used in Text D? ☐

- A. Voiceover
- B. Special lighting techniques
- C. Music and sound effects
- D. Other special effects
- E. None of the above
- F. All of the above
- G. Some of the above

Formative interactive oral activity – role play

Criteria 4Aiii, 4Aiii

Role play: Interview with the maker of Text D

The purpose of this role play is to find out why and how the video was made.

One person (possibly the teacher) volunteers to be the director or presenter of Text D. One person plays the role of interviewer. The rest of the class should play the part of an invited studio audience. The interviewer starts by asking the director or presenter one or two questions and then invites members of the audience to ask their own questions.

You may wish to make use of other information you have discussed in this chapter to create questions for the director of the video and to help organize your discussion and role play.

Planning and scaffolding

Before the role play, discuss the questions you could ask. Create cue cards with potential questions about the audio-video text you have watched. Each person should have at least two questions to ask the “director”.

Use the answers to questions 1–10 above as the basis for creating questions.

Formative writing activity – cause and effect essay

Criterion 4Aiii

All the audio-visual texts you have looked at in this section discuss problems that people can have in life, either as learners, as teenagers or as adults. You need to understand the causes and effects of, and solutions to, these problems.

Look at the notes you made when answering question 2 above (summarizing the main points). Compare them with the notes of other members of your group or class. Use your combined notes to write a cause and effect essay that gives your reactions to the video you have watched.





Planning and scaffolding

Use this table to plan your ideas.

introduction: Cause of the problem	Definitions and explanations
Effect 1	Explanation and examples
Effect 2	Explanation and examples
Effect 3	Explanation and examples
Conclusion and final thought (solution)	

Alternatively, you can plan your essay like this.

Introduction: Cause of the problem	Definitions and explanations
Solution 1	Explanation and examples
Solution 2	Explanation and examples
Solution 3	Explanation and examples
Conclusion and final thought (effect)	

You can also use the knowledge and skills you have learned in this chapter to help you organize your essay.

Remember these points.

- This is an essay, so you need to spend time on your introduction, main points and conclusion. Make sure they are both clear and interesting to read.
- Use transitions to make sure your reader understands your ideas and the connections between them.
- The best essays will also give good explanations, examples and justifications.

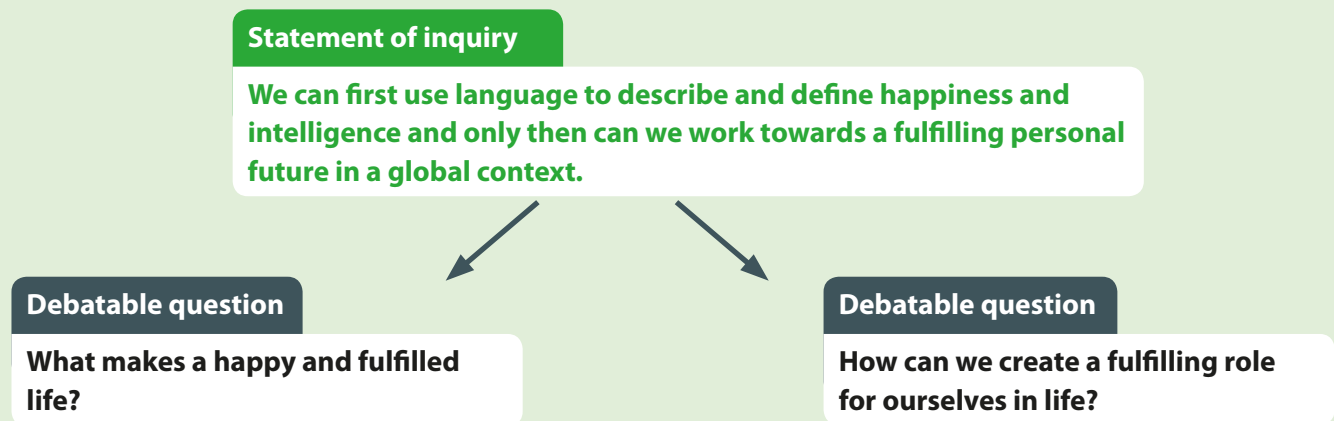
Conclusion to the conceptual question

What does Text D communicate about the themes of happiness, intelligence and fulfillment, and how is this done?

Now that you have completed this section, what is your answer to the conceptual question?

Summative assessment

In this summative assessment you will have an opportunity to show your understanding of the topic of happiness, intelligence and fulfillment. You will also be assessed on your use of the communication skills you have developed in this chapter. To complete the assessment you will undertake two tasks related to the statement of inquiry for this chapter.



Each assessment task requires you to answer a debatable question.

To answer the first question you will watch a video about research into what makes a happy life. Then you will conduct a role play based on the content. To answer the second question you will write a cause and effect essay based on the content of a text you have read.

Summative assessment task 1

Role play

Watch the TED Talk entitled “What makes a good life? Lessons from the longest study on happiness” by Robert Waldinger, Director of the Harvard Study of Adult Development (Text E). Make notes on the points presented in the video.

Using evidence and examples from the words and images in the video, create and conduct a role play to answer debatable question 1. Your role play should last at least 3–4 minutes.

Debatable question 1: What makes a happy and fulfilled life?

Work in groups of three. Imagine three people who were school friends and are now adults. They meet for the first time in 20 years. Brainstorm the kinds of questions they would ask each other.

Create a cue card for each person. Each cue card should sketch out the personal details of one of the characters. The purpose of the role play will be to come to a conclusion about the question, “What makes for a happy and fulfilled life?”

Base your information on the video you have watched.

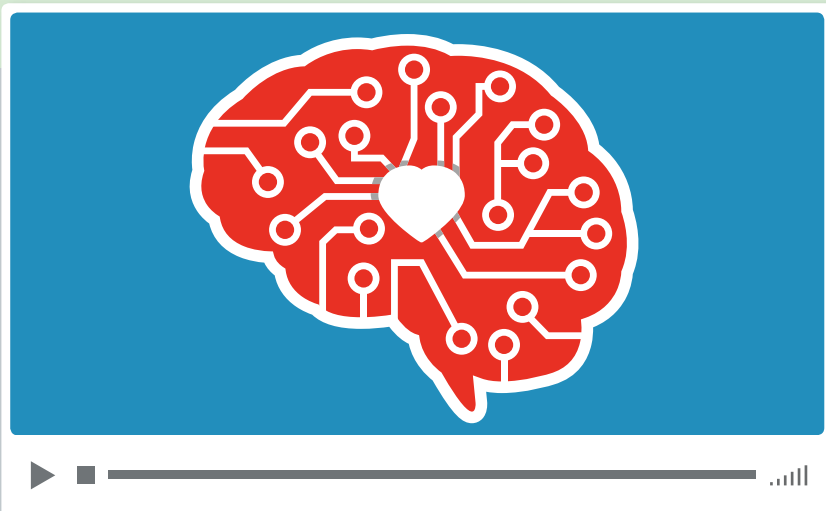
Text E

What makes a good life?

Robert Waldinger giving the TED Talk “What makes a good life?”

Source: https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness

Alternative, you could use an audio-visual stimulus of your own choosing related to the themes of happiness, intelligence and fulfillment.



You will be assessed using the following criteria.

A: Comprehending spoken and visual text

- 4Ai Construct meaning and draw conclusions from information, main ideas and supporting details
- 4Aii Interpret conventions
- 4Aiii Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

C: Communicating in response to spoken and/or written and/or visual text

- 4Ci Respond appropriately to spoken and/or written and/or visual text
- 4Cii Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- 4Ciii Express ideas and feelings, and communicate information in simple and complex texts
- 4Civ Communicate with a sense of audience and purpose

D: Using language in spoken and/or written form

- 4Di Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- 4Dii Organize information and ideas into a structured text; use a wide range of cohesive devices
- 4Diii Use language to suit the context

Summative assessment task 2

Cause and effect essay

Read the following set of guidelines (Text F).

Based on the information you read in Text F write a cause and effect essay to answer debatable question 2. Write 200–250 words.

Debateable question 2: How can we create a fulfilling role for ourselves in life?

The cause and effect essay should:

- A. define the idea of a fulfilling life
- B. give at least three causes or reasons for a fulfilling life
- C. come to a conclusion and final thought.

You will be assessed using the following criteria.

B: Comprehending written and visual text

- 4Bi Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
- 4Bii Interpret basic conventions including aspects of format and style, and author's purpose for writing
- 4Biii Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

C: Communicating in response to spoken and/or written and/or visual text

- 4Ci Respond appropriately to spoken and/or written and/or visual text
- 4Cii Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- 4Ciii Express ideas and feelings, and communicate information in simple and complex texts
- 4Civ Communicate with a sense of audience and purpose

D: Using language in spoken and/or written form

- 4Di Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- 4Dii Organize information and ideas into a structured text; use a wide range of cohesive devices
- 4Diii Use language to suit the context

How To Live The Good Life

Preston Waters | Elite

Living the good life can mean something different for everyone. However, there is still a general understanding as to what this idea entails to most human beings living in the modern world. The good life, in its most simple form, is a series of never ending satisfaction that only grows more powerful as time goes on.



The good life consists of wanting to get out of bed every morning, excited to take on whatever each day has in store for you. It has nothing to do with the material possessions. The good life is based on the compassionate deeds you perform, the personal goals you strive to achieve, and what you decide to leave behind as a result of the mark you made on the world around you.

Here are several simple ways to live the good life.

Slow Down

Urgency and haste can damage accuracy, awareness and happiness. There is a big difference between getting things done and getting things done effectively.

Appreciate Life's Simple Pleasures

The best things in life truly are free. From a quiet ocean sunset to sleeping in on a rainy day, life's greatest simple pleasures can only be appreciated if you notice them.

Foster and Nurture Relationships

A happy and fulfilling life is a life that is shared with people that you enjoy being around the most. Appreciate those relationships and treat your friends as you would like to be treated.

Learn About Different Things

As many great men have said in the past, the day you stop learning is the day that you die. Every day is a chance to learn something new about the life you wish to attain or the person you wish to become. Keep inquiring and exploring.

Concentrate on Your Passions

Your passion is what you love to do every day because it gives you a sense of worth and fulfilment. This can be concentrated into your true life purpose, which is the key to real wealth on this earth. Use your passion in the most productive and universal way possible

Text F (continued)

Travel to Distant Places

Humanity has been blessed with a beautiful place to live. Experience all the natural and cultural wonders it has to offer.

Talk to Strangers

Meet new people who are like you and different from you in every way you could have imagined. This will help you to realize the role you play in society. Understanding these people will increase your knowledge of how the world works and the people in it.

Assist Others

What goes around comes around. You have no idea what type of fulfilment and security you will attain for yourself after you help other people more and more.

Be Clear on Your Goals

You will never get where you want to go if you don't know what you want and don't think you have what it takes to get it.

Practice General Time Management

Trying to achieve your goals without doing a little time planning is like sailing the open ocean without a compass and map. Sure it's fun but at the end of the day you need to remember why you are out there in the first place.

Be Spontaneous

Be spontaneous and step outside of your comfort zone at any chance you get. Experience new things that you may have been afraid of but always wanted

to try for your own personal satisfaction. The most exciting activities tend to seem incredibly scary at first glance.

Keep Your Promises

Not doing so guarantees loneliness and failure. Stay true to your word as that is what your character is based off of and how you will always be remembered.

Work Hard

Being lazy and doing the bare minimum only guarantees dissatisfaction. Work hard to get closer and closer towards your goal every day.

Sleep Well

A tired mind is inefficient and unhappy. No one can perform to the best of their ability without rest.

Laugh

As the good old fashioned saying goes, those who laugh more are the ones who live longer. Stop taking life so seriously and realize that everything that makes you nervous or uncomfortable may really just be there to make you laugh.

Be Here Now

Right now is the time that you can use however you want to. Right now is life. Don't miss it. It is an entire world waiting to be shaped by your own desires.

Adapted from: <http://elitedaily.com/life/motivation/live-good-life/>

Going beyond the chapter

In this chapter you have explored identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. You have understood that we can first use language to describe and define happiness and intelligence and only then can we work towards a fulfilling personal future in a global context. Now you can make use of the information you have learned and the communication skills you have developed in this chapter for practical purposes beyond the classroom.

Using the text type

Video presentation

In this chapter you have learned how to plan, script and perform a role play. You have also learned how to create an argument using a cause and effect structure.

- Turn your cause and effect essay on “How can we create a fulfilling life for ourselves?” into a presentation or video.
- You can present your ideas as slides or you can create a video.
- You could also role play your ideas and video them.
- Show your video to the rest of your class, grade, year group or school.

Happiness and fulfillment SMART targets

Why not use what you have learned for your own development and good? You might have been asked to create academic targets to improve your grades at school, but how about creating personal targets for your own well-being? Go back to the beginning of this chapter and look at Text A. What SMART targets can you set yourself to help you lead a happier life?

Remember, SMART targets are:

- **S**pecific (target a specific area for improvement)
- **M**easurable (a way of showing and knowing what you have achieved)
- **A**chievable (are your targets realistic and attainable?)
- **R**elevant (are your targets linked to your own interests and hobbies?)
- **T**ime-bound (by when you do you plan to achieve your target(s)?)



Action and service

Speak to your MYP coordinator or action and service coordinator to find out what your school's expectations for action and service are in your grade or year.

The ideas below relate directly to the service learning outcomes for students to:

- become more aware of their own strengths and areas for growth
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- consider the ethical implications of their actions.

Ideas for service

Having created SMART targets for yourself, why not create a table that other students can use to plan and record their happier life SMART targets?

- Consider a layout for the table that is logical and simple to use.
- You could create paper copies or share the table electronically via email or on a shared drive.
- You could collaborate with the Student Council and create a "Happiness Awareness" campaign (or something similar).
- You could create a "Happiness" programme with the teacher responsible for your school's pastoral programme (homeroom teachers or heads of year or grade).

Further reading

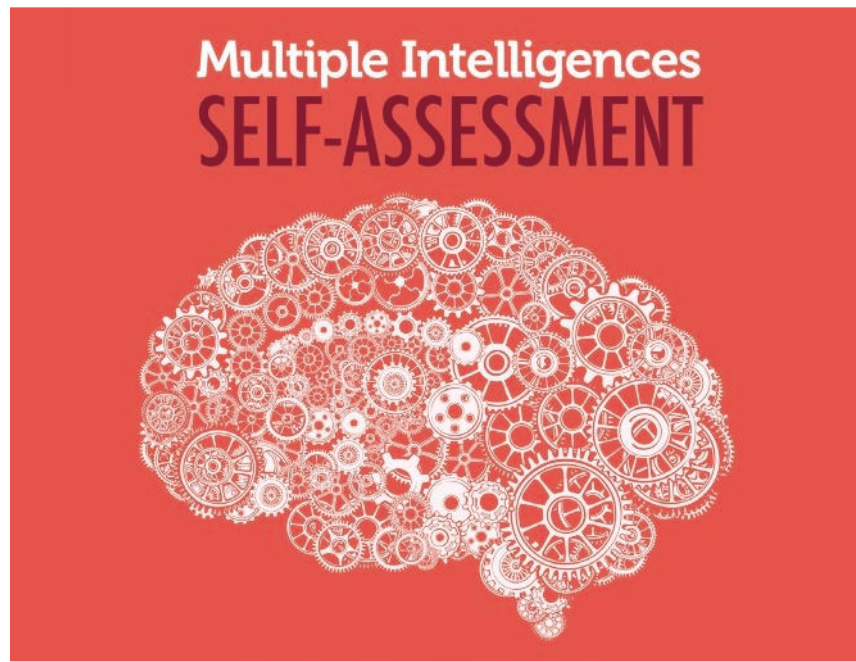
If you enjoyed this chapter, you might also enjoy these texts.

Test of eight kinds of intelligence:

<http://www.literacynet.org/mi/assessment/findyourstrengths.html>

Multiple intelligence self-assessment:

<http://www.edutopia.org/multiple-intelligences-assessment>



This quiz asks 24 questions. Try not to think too hard – just go with your first thought when describing your daily activities and interests. By the end, you may have some new insights into the way you think.

Here are some novels that discuss the themes of happiness and fulfillment:

- *Ella Enchanted* by Gail Carson Levine
- *The Alchemist* by Paulo Coelho
- *Oh, The Places You'll Go!* by Dr Seuss
- *A Christmas Carol* (original or abridged) by Charles Dickens
- *Tuck Everlasting* by Natalie Babbitt
- *Stargirl* by Jerry Spinelli

ATL Thinking and research skills

At the end of any learning experience always ask yourself these three questions.

- What have I learned?
- What don't I yet understand?
- What questions do I have now?