

BSC Sociology

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| Lesson title | Are Things Getting Better? Worldwide Happiness and Well Being. |
| Learning Outcomes. | * Outline trends in life satisfaction in the UK over the last decade. * Distinguish between subjective and objective wellbeing and some different ways of measuring them. * Explore different ways of measuring wellbeing and happiness and decide if worldwide happiness and wellbeing is increasing. |
| Materials | * Digital Video content. * Digital Lesson plan, Power Point Slides, graphs, and data. * 5 x Small Whiteboards for student group work. * Board marker pens. |

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| Activity | Video content | Resources |
| Lesson Preparation | * Look over the lesson’s power point slides. * Explanations are available in notes below some slides. * Check links are working to digital data. | Hand out white boards and pens to small groups of students. |
| Play Video | Video Content   * Outlines the nature of sociology and the purpose of the session. * Students are going to explore happiness and wellbeing and how the social sciences can help us to understand this. |  |
| Interactive | Pause Video   * Ask the students to complete this sentence on smaller white board in their groups.   Happiness is when you can ………….?   * Discuss answers as a whole group and compare similarities and differences. | Page 4 of Power Point. |
| Play Video | Video content   * How satisfied are you with your life on a scale of 0-10?   Pause Video | Page 5 of Power Point. |
| Interactive | * Get students to signal with their hands where they would place themselves on a scale of 1-10 or discuss in small groups. |  |
| Play Video | Video content   * Average score is for the population of the UK?   Pause Video |  |
| Interactive | * Ask the students to discuss what they think the average satisfaction score per person is in the UK? * Group discussion about what the graph demonstrates and the use of scale. | Page 6 and 7 of Power Point. |
| Play Video | Video Content   * Review of personal well-being in the UK data -2011-2021. * Useful way of thinking about how happy people are in the UK. * Explanation of how the Cantril Ladder is a useful tool to measure happiness and life satisfaction. |  |
| Interactive | Pause Video   * Ask students to discuss where they would personally place themselves on the Cantril ladder. Steps numbered 0 at the bottom to 10 at the top. | Page 9 & 10 of Power Point. |
| Play Video | Video content   * Self-reported life satisfaction 2005-2008 * Outlines data on link between GDP/income and Happiness. * Increase in income – but not always increases in happiness (Examples of China and India). | Page 11 &12 of PowerPoint. |
| Interactive | Pause Video   * Get students to review the graph on page 11. * To review more countries data, click on the links on page 12. * Self-reported Life satisfaction using the Cantril ladder 2005-2018 selected countries. * Also, data used in World Happiness Report from Gallup World Poll. * Ask students to look at the graphs and describe and discuss the trends in small groups. | Page 11 & 12 of PowerPoint. |
| Play Video | Play video   * Graph Self-reported Life Satisfaction vs GDP per capita 2018. * Countries with higher levels of GDP report higher levels of satisfaction but life satisfaction is stable over time. Some increases in GDP in a country overtime do not seem to increase life satisfaction (Easterlin Paradox). * What objective measures do we have to measure wellbeing? | Page 14,15 & 16 of PowerPoint. |
| Interactive  Review of Data | Pause Video   * Ask the students to come up with ideas about how to measure if groups of people are living a good life. Then encourage responses that get to the idea that income, life expectancy and security (levels of crime) would be a good place to start. * Get each group to draw a small grid on their whiteboards and decide if there has been an increase or decrease in their lifetime of income, life expectancy and violent crime. * Now get the students to review the data. Click on the word Life expectancy on the table on page 17 of the Power Point. Press play on the video to explore the average life expectancy as below 50 years old in 1800 and then over 50 years old everywhere by 2020. * Ask students to check back to their whiteboard grid of previous expectations of life expectancy * Extreme Poverty Data. Get the students to review. Share of the world’s population living in Absolute Poverty. The number of people living in extreme poverty- including projections to 2030. The Evolution of Extreme Poverty Rates by Region. * Ask students to discuss the trends in their groups. * Ask students to review trends in incidents of crime experienced by children (UK) aged 10-15 between2010-2020. Also trends in violent incidents of crime from 1981-2020. * Ask students to discuss trends in their groups * Ask students what they can conclude from looking at the data. Does the data support reflect their views on whether there has been an increase or decrease in income, life expectancy and violent crime? | Page 17 of Power Point.  Page 18,19 and 20 of Power Point.  Page 21 & 22 of Power Point. |
| Play Video | Video Content   * Conclusions from the data.   Video ends   * Ask students to complete the student feedback. * End of Lesson in a box. |  |