



Agency for International
Programs for Youth
Republic of Latvia



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Mobile Program for Youth Learners



LESSON PLAN 25 THE WHEEL OF JOY

PART A: LESSON METHODOLOGY

| QUALITY | Joy |
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| <p>GENERAL DESCRIPTION OF THE QUALITY</p> | <p>According to psychologists, Joy involves:</p> <ul style="list-style-type: none"> ● A pleasant state, ● gladness, ● elation, ● delight, ● satisfaction, ● inner peace. <p>What is Joy then? According to Oxford dictionary definition of joy is:</p> <ul style="list-style-type: none"> ● a feeling of great pleasure and happiness; ● the emotion evoked by well-being, success, or good fortune or by the prospect; of possessing what one desires; ● delight; ● the expression or exhibition of such emotion: gaiety. <p>Feelings like joy, grief, anger and fear exist all the time, but how one can tell what emotion a person is feeling? The greatest witness is the expression on their face. Positive emotions like joy or happiness are expressed by a smile or laughter, which is often a tremendous giveaway.</p> |



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| | <p>Joy in Youth</p> <p>Joy and happiness is often linked by young people, which is quite understandable. Yet, fewer young adults admit that they are happy today, which is strongly linked to the past pandemic years full of restriction. However, joy is one of the most important qualities of the young people, which is also proven by the research of the MoPYL project.</p> <p>See what youth themselves according to the research done by the project MoPYL team have to say about the joy below in the chapter of “Dilemma”.</p> |
| GENERAL DESCRIPTION OF THE LESSON | <p>The lesson consists of three parts - introductory part (~ 10% of the time), main part (~ 75% of the time), final part (~ 15% of the time). The introductory part consists of: a) links with other lessons; b) introduction. The main part consists of theoretical and practical (individual, pair, group) parts. The final part consists of a lesson summary and conclusions, feedback, questions and answers.</p> |
| AIMS OF THE LESSON | <ol style="list-style-type: none">1) to learn the positive features of joy;2) to learn how to practice joy;3) self-reflect on their experiences implying joy. |
| NON FORMAL EDUCATION METHODS OF THE LESSON | <ol style="list-style-type: none">1) theoretical training,2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc. |
| AGE GROUP | <p>13-15 years old</p> |
| EXPECTED OUTCOMES OF THE LESSON | <ol style="list-style-type: none">1) students learn the positive features of joy;2) students learn that joy is a choice; |



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PART B: LESSON DESCRIPTION

SLOGAN

We cannot cure the world of sorrows, but we can choose to live in joy.

Joseph Campbell

DILEMMA

Joy was selected as one of the 13 values. Within the project life-time, 305 young people of age 14 – 15 years were questioned regarding the thirteen values promoted by the project MoPYL, which helped to see the focus of the young people and develop lesson plans taking into account needs and expectations of youth.

The hexagon Figure 6 reflects the average position for each of six Core values and country. It could be seen that Latvian participants are nearer to the Core Values centre, which means that all values are similarly equal, while Romanians are quite near in Joy, Love and Peace. Spanish participants are more similar to Romanian, with a slightly larger offset in Love, Joy and Peace. Thus the Figure 6 clearly shows how important joy is for the young people (page 18).

Regarding important things in youth's life within the Focus Groups, the Romanian Focus Group's participant RO03 said: 'Regarding Christian values, as other things in life these can vary a lot over time and fluctuate. In this case and at this age Joy is quite normal to be in the top. We need to make sure over time all of them are well balanced'. Furthermore, participant LV04 of the Latvian Focus Group said: 'The most important thing I noticed is that the young people have not lost their ability to enjoy and feel joy, even though the past couple of years have led to loneliness' (first page of the results of Focus Groups).

Additionally, regarding Christian values and youth positioning the Focus Group participant LV01 from Latvia mentioned that 'Very commendable is that they consider joy, love and faithfulness as highly important', LV03 added 'Joy

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| | <p><i>emphasises that, from the different perspectives that the participants in the focus groups bring to the table, this is also very positive</i>. However, a Romanian participant RO01 highlighted that ‘Joy is marked the 1st as gentleness is on the 9th and this reflects a tendency in focusing on own pleasure rather than community wellbeing’. Yet, the greatest statement was done by the LV06 participant, who said ‘It was a great pleasure for me to read that even though they may be not aware that, for example, joy is a Christian value, the main important values of the young peoples’ lives are based on these 9 Christian values’ (page 3 of the Results part).</p> <p>In the conclusion part within the highlighted values it was mentioned that a special attention should be paid to such qualities as joy, love, faithfulness as categories important for the young people and to responsibility as a quality to be developed. Joy was highlighted out of all project values, so it easy considered greatly upon deciding the number of lesson plans regarding promotion of joy (page 6 of the Results part).</p> <p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of joy to be promoted by the project plans.</p> <p>See the full project MoPYL Research Report in the project’s homepage www.mopyl.eu.</p> | | |
| <p>MATERIALS NECESSARY FOR THE LESSON</p> | <p>Projector, screen, computer, access to Wi-Fi or mobile internet, flipchart, white paper, markers, colours, pencils</p> | | |
| <p>LESSON LENGTH</p> | <p>1 learning hour, i.e. 45 minutes</p> | | |
| <p><u>INTRODUCTORY PART</u></p> | <p>Anticipatory set</p> | <p>3 minutes</p> | <ul style="list-style-type: none"> ● greeting and engaging students ● connection with prior learning on the topic ● explanation of the current lesson’s material ● explanation of tasks for the students |



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| | | | <ul style="list-style-type: none">● connection to the future learning |
| | Introduction of the new material | 2 minutes | <ul style="list-style-type: none">● direct instructions of the content● modelling of new values – joy● checking of students' understanding |
| <u>MAIN PART</u> | Guided practice | 30 minutes | TITLE: The Wheel of Joy |



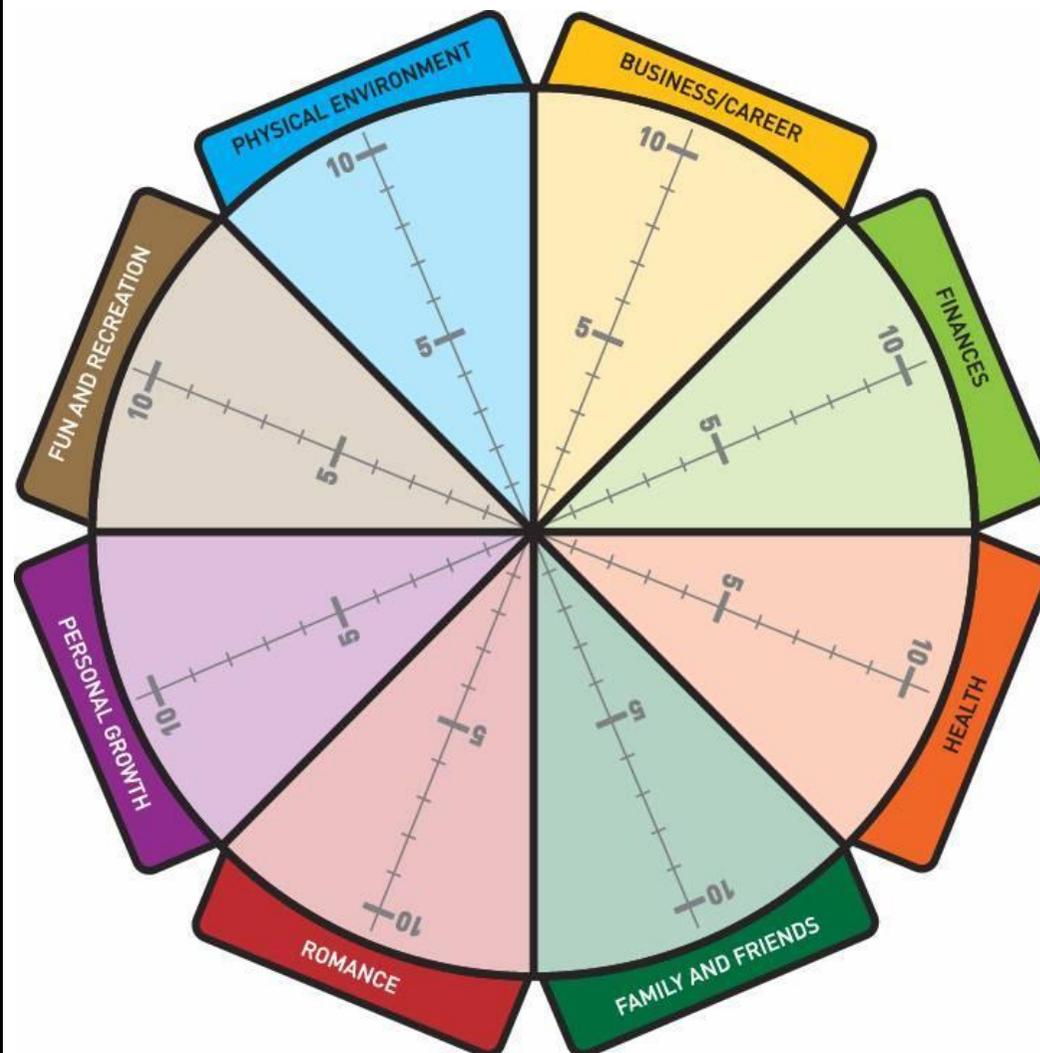
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| | <p>The teacher presents the Wheel of Life to the students as a self-assessment tool for how satisfied they are in their different areas of life's areas. However the teacher explains that the Wheel will be used now as an adjusted self-assessment tool for how close they are to the areas that bring them joy, what they can do to feel that joy more often. The Wheel of Life is the suitable tool for you, the students, to understand your journey to joy in life. You are able to reflect and gain some insight in what brings you satisfaction and joy. The Wheel is split into major categories of life including: Business/Career, Finances, Health, Family & Friends, Romance, Personal Growth, Fun & Recreation, and Physical Environment. Some areas may not apply to you yet, thus, you can leave them empty if you wish. There is a scoring system behind using the Wheel, where you simply reflect and rate your joy level out of 10, where 1 is closest to the centre of the circle and 10 is at the edge of the circle.</p> |
| <p>GROUP PRACTICE</p> | <p>10 minutes</p> <p>At first, the teacher asks if there are any questions related to the Wheel of Life, how to use it. The teacher hands out to each student the wheel of life printed on A4 pieces of paper. The teacher asks the students to score these areas in life as those which bring them the most joy, how much joy they bring. As an example, the teacher shows them an example of her wheel of life.</p> |
| <p>SITUATION</p> | <p>Situation: now that young people have completed the wheel of life, the teacher gives them the following situation. You are now living the present and have all these categories in front. Imagine that you have ignored some of the categories which even though they bring you joy, you have not got enough time to devote to them and you scored quite low on them.</p> <p>Task: project yourself into the future, into the day of tomorrow and think what can you do more about these areas in life which do bring you joy but you do not invest that much time. The teacher will help themselves with the following guiding questions:</p> <ul style="list-style-type: none"> a) Studies: are you heading in the right direction with your studies? b) Health: does exercising bring you joy? |



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| | <p>c) Social Friends: when was the last time you played with your friends, laughed and had fun? d) Family: when was the last time you spent some quality time with your family? e) Love: have you been practising small acts of love towards others?</p> <p>Reflect on the wheel of life as the wheel of joy that you want to have at disposal for your future. If there are areas where you scored low, but bring you immense joy, then devote more time, more effort and more actions to bring that joy into your life.</p> | |
| <p>MORAL</p> | <p><i>The wheel of joy is in constant motion and it is up to you how high you score on the areas of life that bring you joy.</i></p> | |
| <p><u>FINAL PART</u></p> | <p>12 minutes</p> | <p>Brief summarising of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues. Feedback of learners for the best practices to be applied for future.</p> |
| <p>REFERENCES</p> | <ol style="list-style-type: none"> 1. Erasmus+ Project. 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report.</i> Available at: www.mopyl.eu. 2. Oxford Learner's Dictionaries. <i>Joy.</i> Accessed: 22.08.2022. https://www.oxfordlearnersdictionaries.com/definition/american_english/joy. | |