

Quality of Life Features



Time: 1 hour



Materials:

- chart paper
- sticky dots or stickers
- markers
- pencils and paper
- basket of objects that could be related to quality of life



Tools:

- Quality of Life Features: *Individual List*
- Quality of Life Features: *Class List*



Essential Questions:

- What neighborhood features are necessary for everyone to live a safe and healthy life?
- What is a safe and healthy quality of life?

Students define what a “good quality of life for all residents” includes. They develop a list of quality of life features that contribute to the safety and health of all.

OBJECTIVE

Students will brainstorm a list of features that contribute to a safe and healthy quality of life.

PREPARATION

Students have discussed what a neighborhood and community are. This lesson can be implemented before or after the *Ideal Neighborhood Mapping* activity. The list of features created in this activity is the foundation for the rest of the QUALITY OF LIFE and REPORT CARD Components.

ACTIVITIES

Opening: Complete a visualizing activity. Tell students to imagine themselves living in an ideal future, where every community resident has what he or she needs in order to live a safe and healthy life. Every living thing has what it needs. A good quality of life is enjoyed by all. Give students some time to continue picturing what this future life might look like. *OPTIONAL: After the activity, students could make a list of what made the quality of life for all safe and healthy.*

Procedure:

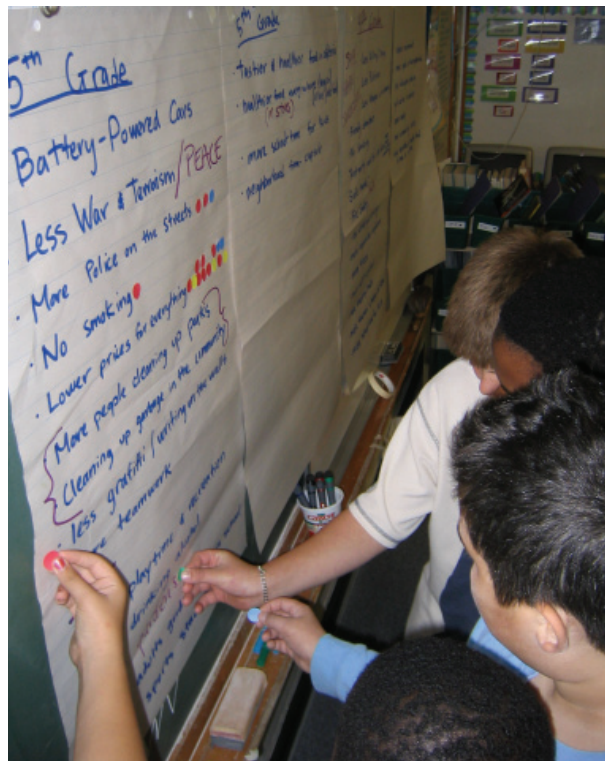
1. Write “Quality of Life Features” on chart paper. Ask students, “What does our community need in order for every living thing to have a safe and healthy life?” Prompt students to think of both general and more measurable features or categories.
2. Distribute copies of the “Quality of Life Features: *Individual List*” and “Quality of Life Features: *Class List*” to each student (or simply have them record their ideas in their journals). Ask each student to use the first tool to develop a list of ten features that contribute to a safe and healthy quality of life.
3. Have each student share one feature from his or her list before allowing students to share the rest of their lists. Write all features on the chart paper. Be sure to ask your students clarifying questions if need be. After fifteen more minutes of sharing, or when students are struggling to come up with more ideas, read back through the list to make sure everyone understands each feature. Add any missing features.
4. Group similar features. Create headings to combine related features (e.g., if one student says, “homes for all,” and another

Extensions:

1. Have students select one of the features to research. Have each student present their findings to the class along with possible ways to measure the current condition of their specific feature.
2. Have students survey peers and family members to come up with a broader list of features.
3. Create a class action plan for evaluating the condition of Quality of Life Features. Each week, connect your curriculum by completing service-learning projects related to the various features.
4. Invite a city official or the mayor to your class and have students present their list. Discuss ways in which local government and citizens are working to improve the Quality of Life in your community.

- says, “cheap rent,” a good heading for both could be, “Affordable Housing”). Transfer all headings to another piece of chart paper.
5. If the class list is longer than ten items, ask students to vote for the three features they think are most important to a good quality of life, or easiest for them to measure and evaluate. Give each student three stickers to show their vote. Tell students that they can only vote for a feature once. *(You can do this in a variety of ways. If students are influenced by others, you may want to have small groups come up and vote while others turn their heads. You may alternatively want to type the list and give each student his or her own ballot.)*
 6. Post the top ten features on the wall as your Quality of Life Features List to refer back to throughout the rest of the project. Students should also record these features on the “Quality of Life Features: Class List” tool, or simply in their journals. In the next phase of the project, students will develop a Report Card capable of evaluating the condition of these features.

Reflection: Pass around a basket of various objects. Have each student pull out an object and reflect on how the object relates to quality of life.



Quality of Life Features

Individual List

What does your community need in order for every living thing to have a safe and healthy life? Record ten ideas below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Quality of Life Features

Class List

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____