



Intermediate

Success and Opinions

Lesson Objectives

- Discuss the definition of success and what makes a person successful.
- Students share opinions on various topics.

Classroom Learning Activities

Activity 1 – Warm-up/Sentence Starters

Resources Needed

- Success Warm-up Sentence Starters poster OR write on white board

To be successful, I should...

I wish I could...

If I had \$100,000, I would...

1. Show sentence starter poster.
2. Have students discuss in pairs or small groups the three sentences from the poster.
3. Have each group report their answers to class.

Activity 2 – Define Success

Resources Needed

- Success Definition Poster

Success...

“a favorable result; the accomplishment of what is desired or intended.”

1. Write “success” on the board. Ask students to get with a partner and discuss the definition success.
2. Ask students to share definitions with the class.

3. Display the Success Definition poster.
4. Ask the students to name things they think are necessary for successful living. List these on the white board. Clarify the meanings of words as needed.

Some possible answers are:

money	power	a good job	honesty
good health	good family	influence	love
education	popularity	faith in God	service to others
happiness	high morals	good sense of humor	

Activity 3- Communication Practice: Opinions

Resources Needed

- Agree-Disagree posters (*or handwrite your own posters*)
- Optional: Agree-Disagree handheld card (*you would make these*)

Preparation

You will need to prepare two techniques to make this activity happen. When you are assigned your classroom, you will be able to identify which technique to use. Based on the size and layout of your room, either you will use the posters and students will stand under the posters, or you will prepare your own posters and handheld cards. Print each Word Card on a unique paper color and mount them on classroom walls:

Strongly Agree

Disagree Somewhat

Agree Somewhat

Strongly Disagree

Copy each Word card on colored paper that matches the colors you used for the word cards. Cut each Word card into strips so that there is only one word per paper card.

Procedure

1. Explain that in this activity, you will read statements and the students will decide which card to stand under **OR** paper strip to hold up.
2. After each statement, ask some students, not the same ones each time, to explain why they made their selection.
3. Be very careful not to comment on opinion and **do not** give your own opinion.

Statements to read to class:

-Be sure all students get to share their opinions several times during the course of this activity.

-Do not allow other students to comment, make fun of, or argue with the opinions of others.

Opinion Statements

For younger children, choose the statements with asterisks.

1. Using animals in medical research helps people.*
2. Women will never be equal to men in the workplace.
3. You can't have a happy family and a successful career at the same time.
4. Celebrities earn too much money.*
5. Curfews keep teens out of trouble.*
6. We are becoming too dependent on computers.
7. Smoking should be banned worldwide.*
8. Homework is harmful.*
9. Cloning has a lot of benefits.*
10. Technology makes us more alone.
11. Students should be able to grade teachers.*
12. Better a live coward than a dead hero.
13. The grass is always greener on the other side of the fence.*
14. The way to a man's heart is through his stomach.
15. Having a pet is good for kids and families.*
16. Animals should not be kept in zoos, aquariums, or wildlife parks.*
17. Cats make better pets than dogs.*
18. Video games are a waste of time.*
19. Humans should continue to explore space in case Earth is destroyed.*
20. Hot weather is better than cold weather.*

Activity 4 – Idioms

Resources Needed

- Success Idioms poster

bull-headed
get up and go
sky is the limit
come up in the world

throw in the towel
alive and kicking
light at the end of the tunnel

1. Display the Idioms chart. (Use only as many as needed for the class level.)
2. Go over the meanings of the idioms; use them in sentences to clarify meaning.
3. Put students in groups of 2-3. Ask them to create a short skit or drama, using at least two idioms.

Optional Activity - What Makes a Person Successful?

Resources Needed

- To Be a Success poster

“To Be A Success.....”

To be a success in my job, I should....

To be a success as a husband/wife, I should....

To be a success as a student, I should....

To be a success as a brother/ sister, I should...

To be a success as a parent, I should.....

To be a success as a friend, I should...

1. Divide class into small groups of 3 or 4 students.
2. Display “To Be a Success” poster.
3. Have students discuss the statements.
4. Ask for volunteers from each group to share with the class.

Success...

“a favorable result; the accomplishment of what is desired or intended.”

**Strongly
Agree**

Agree

Somewhat

Disagree
Somewhat

**Strongly
Disagree**

Idioms

bull-headed

get up and go

sky is the limit

come up in the world

fight a losing battle

throw in the towel

alive and kicking

light at the end of the tunnel

To Be A Success...

To be a success in my job, I should...

To be a success as a husband/wife, I should...

To be a success as a student, I should...

To be a success as a brother/sister, I should...

To be a success as a parent, I should...

To be a success as a friend, I should...

To be successful, I should...

I wish I could...

If I had \$100,000, I would...