

7

ASPIRATIONS - IDENTIFIED STRENGTHS AND THEIR APPLICATION - Future Me



YEAR GROUP:
3/4 KS2



DURATION:
1 hour



LEARNING OBJECTIVES – students will learn...

- HW9 Recognise their strengths and how they can contribute to different groups
- DHW17 Self- asses, understanding how this will help their future actions
- PW27 Reflect on the range of skills needed in different jobs
- PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements



KEY VOCABULARY/LANGUAGE

- POSSIBLE STEM SENTENCE - ?
- Strengths
- Qualities
- Skills
- Contribute



WHAT YOU WILL NEED

- Lesson plan 2 resources doc
- Large pieces of flip chart paper and pens
- A5 paper
- Felt Tip pens or coloured pencils
- Small piece of paper with their strengths from starts written on
- 4 fantastical jobs written on a piece of paper
- Empty figures for job drawings (slide 10)
- Star collage on the wall

WARM UP

5 MINS

- Establish a quiet signal (**KG to add to toolbox as FILM**) (Hip/Hop, call & response clap, touch your heads)
- Set up a working wall
- Way of working - ideate/ evaluate and explore

WARM UP / EXPLORE

12 MINS

Day in the life drama exercise

In this exercise we are going to think about our typical day

- As a whole group find a space in the room
- Move around the space/do an action in response to the time of day
- Teacher calls out a timeline (slides 4 - 7 prompts)
 - 7am
 - 10:30am
 - 8pm

'It is 7am' everyone acts out what they are doing at 7am (sleeping, cleaning their teeth, eating breakfast etc.)

Thinking about yourself in future

Repeat the exercise above, but this time freeze the action and ask individuals what they are doing

Record their answers on the white board/flip chart.

Here is the timeline to call out; (slide 8 prompt)

- First day of primary school
- Half way through year 7
- First day of a new job

ACTIVITY 1 / EXPLORE

12 MINS

Islands exercise 'Thinking Big!'

What strengths/qualities/skills do you need for which jobs?

Pre write their strengths from their stars on small pieces of paper

Pre write the 4 job titles on large pieces of paper

Here are people with a collection of strengths and weaknesses and the jobs they might do

Look at the 4 fantastical jobs ... (slide 9)

good at jumping, nurturing, good at science, good at growing things

= An Astronomical Botanist

Kind, good at walking long distances, organised, loves pets

= a Puppy's Personal Assistant

Good aim, good at cooking and reading instructions, not good at running, loves dressing up

= A Wizard

Strong swimmer, concentration, holding their breath, great at kicking a ball, not good at singing

= An Underwater footballer

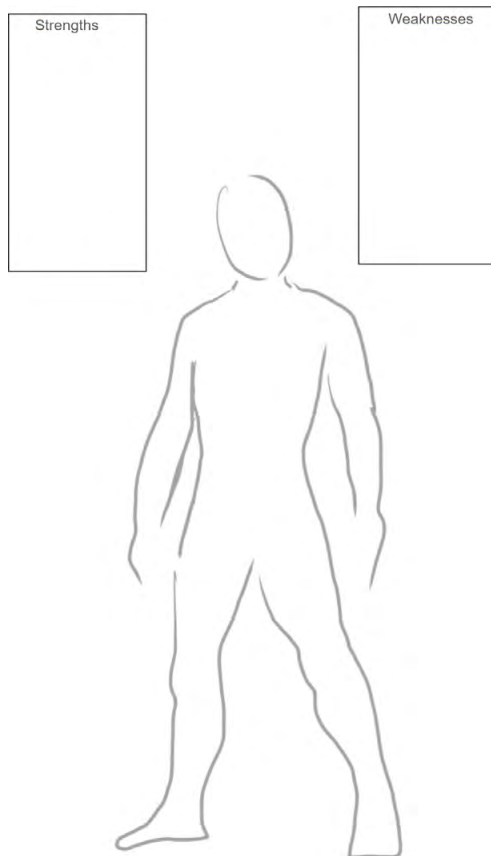
- Place large job sheets round the room on the floor and scatter the smaller strengths papers around
- As a group, walk around absorbing all the strengths that the group have
- In silence, ask the group to pick up and place the small strengths papers onto one of the larger sheets with a job written on.
- Strengths can be moved around from job to job right up until the time is over
- Place the 4 job characters in the centre of the room and all take a look at them.
- Discuss the choices that have been made

Job Character drawing

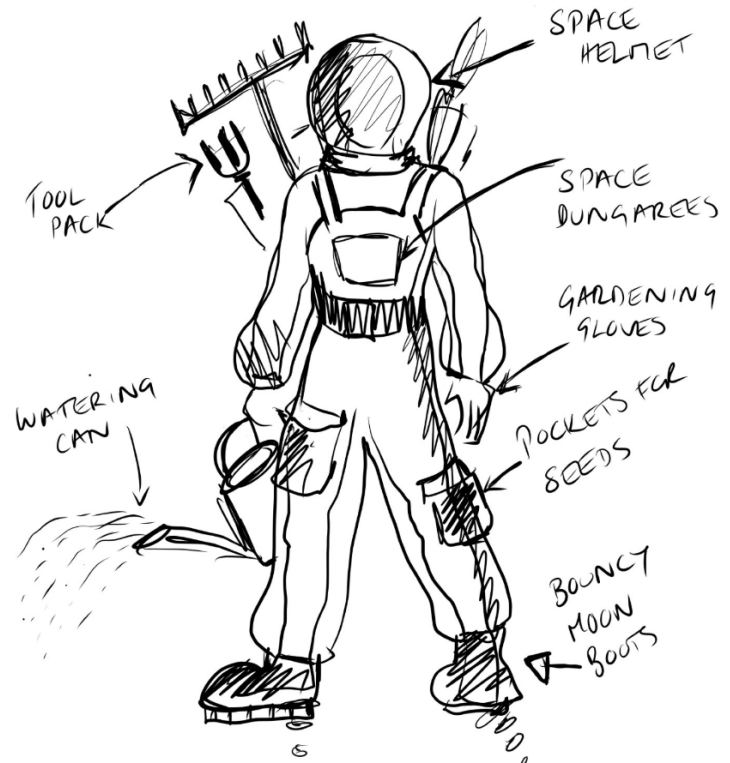
Split the class into groups around each large flip chart paper.

Use the information on the paper to create a drawing of this person doing this job, with notes to highlight all the details.

- ➔ Using the blank template each of a figure (slide 10) - draw a person doing this job
- ➔ Think about what they would be wearing
- ➔ Special features which help them do their job
- ➔ Tools or equipment they would need to do the job
- ➔ Annotate your drawing with notes and arrows about their strengths
e.g. extra bouncy boots for excellent jumping. Watering can for watering plants, soft hands for planting seeds (Slide 4 example)
- ➔ Colour in and add as much details as you can in the time



ASTRONOMICAL BOTANIST:



SONG

In their groups they write two lines of lyrics based on this template:

We are... (e.g. strong, enthusiastic and cheerful) *so we can be...* (e.g. botanists, firefighters and chefs)

And it doesn't matter if we can't (e.g. run, cook or sing) *because we're all better at some things than others*

Slide 13

Write the lines on the white board, then edit into lyrics

[Toolkit Tutorial - how to write a song](#)

ACTIVITY 3 / EVALUATE**MINS****Discussion if time**

Now look back at your own stars

- ➔ Looking at your skills think about what you could be when you grow up...Think big!
- ➔ What do you need to improve or gain skills in order to get there?

