

TEACHING FOR CREATIVITY in PSHE



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LESSON 3

ASPIRATIONS SETTING GOALS - That's my goal

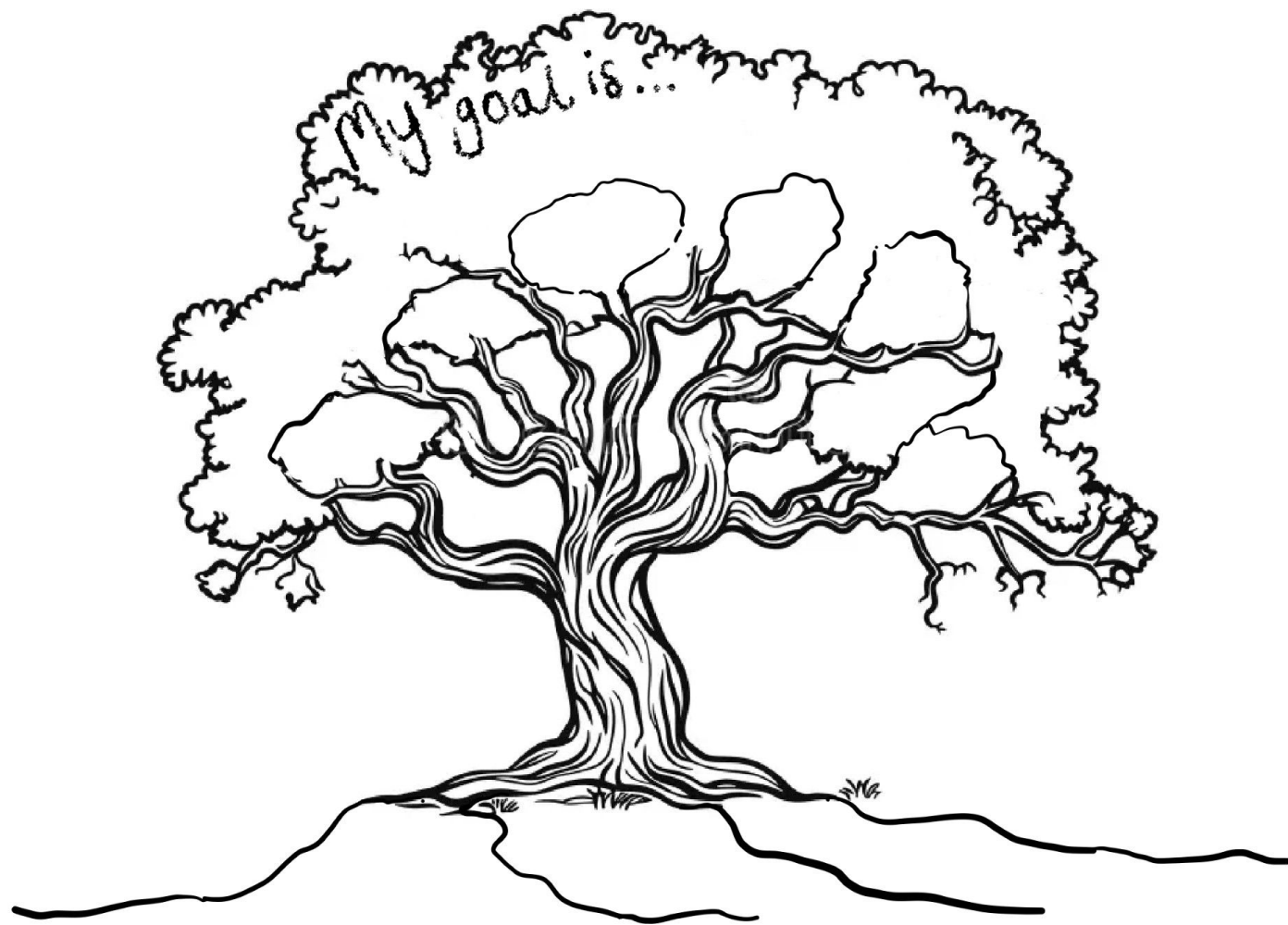


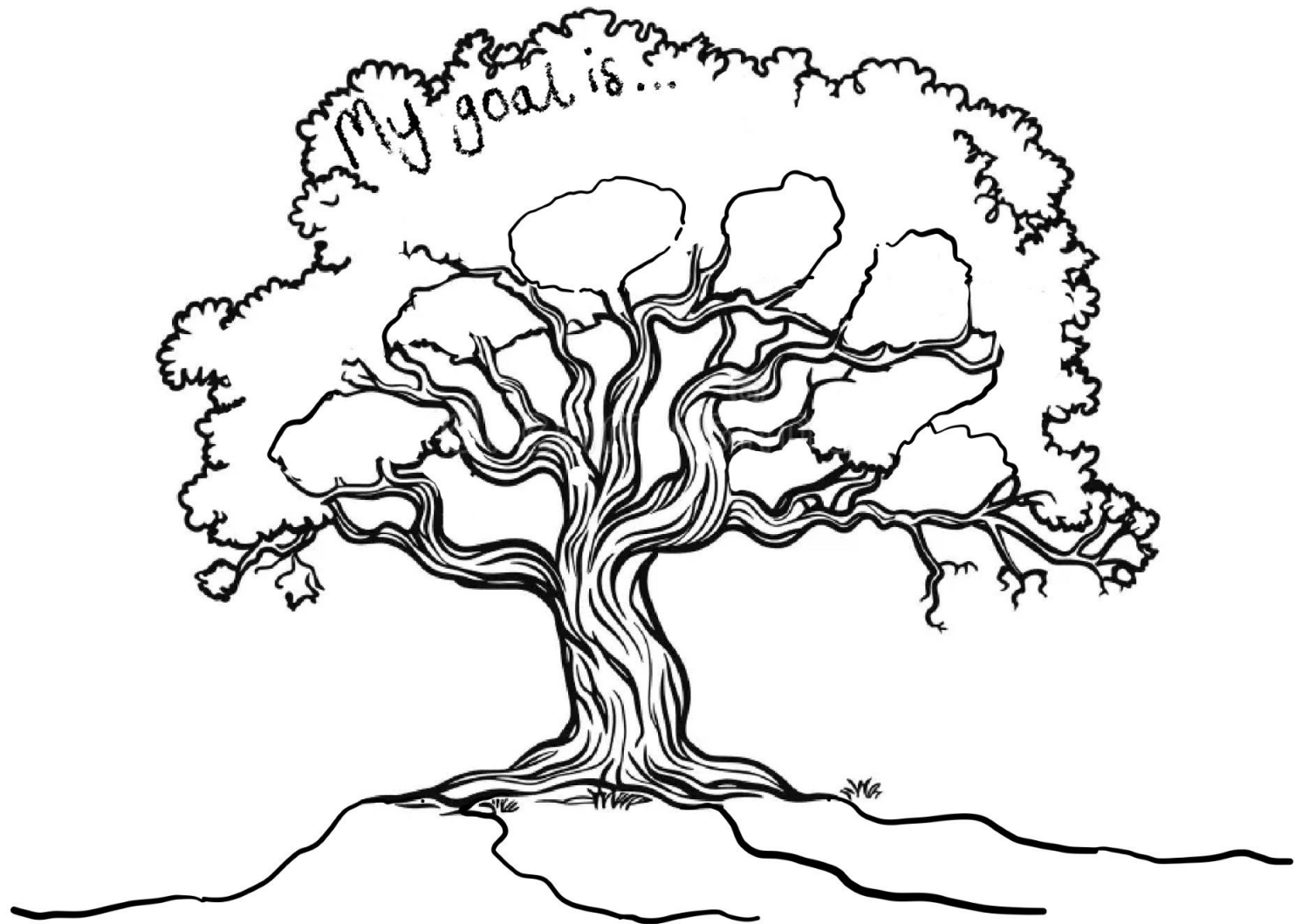
What is your goal - Goal Tree

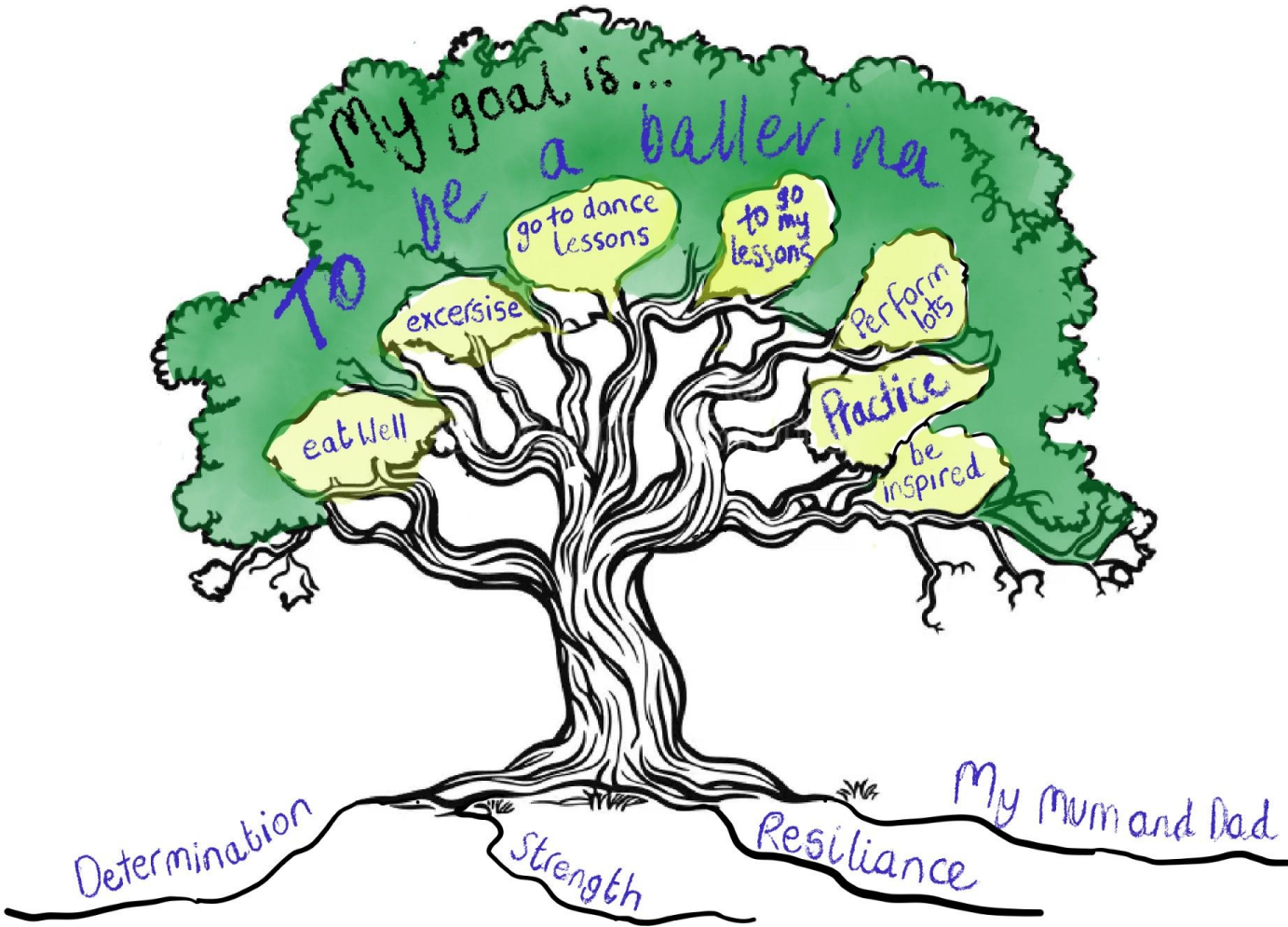
Getting to your goal is like climbing a tree, there are lots of different ways to do it, sometimes you might fall out and start climbing again.

A bit like a squirrel collecting nuts, you collect your skills and strengths along the way.

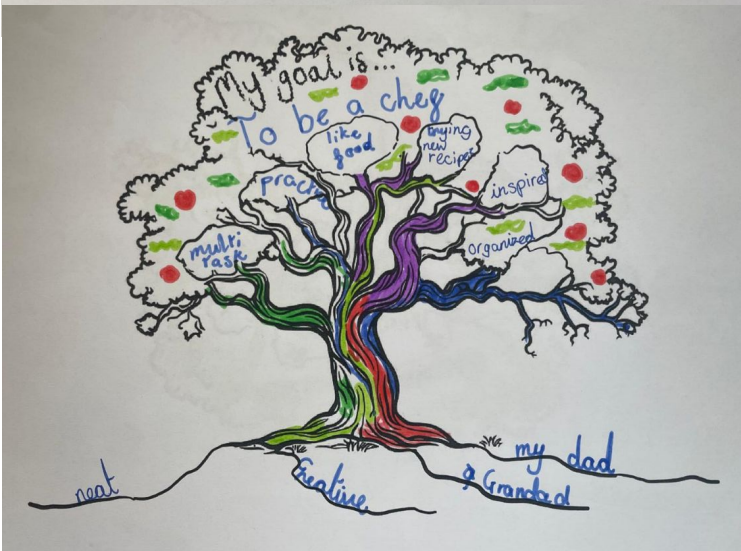








- ★ Decide on something to be your goal
 - does not have to be a job could be anything keep it open
 - not all goals need to be grand like an astronaut etc ... could be to be like my mummy, to be a great cook, to be a stay at home dad
- ★ Write in your goal in the canopy of the tree
- ★ think of and write in 7 things you need to do or work on in order to achieve the goal in the pale green areas of the tree/ speak bubbles
- ★ Along the roots write in the things or people needed to support you on this journey to your goal
- ★ Colour in your tree



Warm up to musical stepping stones

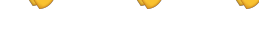
Stand in a circle stamping a slow beat with your feet...saying 1 2 3 4, 1 2 3 4, 1 2 3 4

Then swap out counting for the names of 4 people going round the circle and clapping syllables e.g

1	2	3	4
Richard	Rhiannon	Karen	Bob
 	  	 	

This is a rhythm window... your stepping stones or pathway to your goal
Do an example with the whole class

- Decide on one dream job or goal (one word) and write that in box 4 e.g. footballer
- The group practice clapping (altogether) the rhythm of the word in box 4.
- The teacher now claps three *slow* beats, during which the class remain silent (each of these beats represent the first 3 empty boxes), and on the fourth clap all the groups play the rhythm of their box 4 word.

1. silent	2. silent	3. silent	4. Footballer 
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This is a rhythm window... your stepping stones or pathway to your goal

- Now fill in the first 3 boxes by writing one word in each - a quality needed to achieve that goal
(If the class are able, ideally the words across the 4 boxes would be a mixture of syllables, creating different rhythms)
- With a steady 1,2,3,4 count in (by the teacher) the groups now practice clapping the rhythm of the four stepping stones (they should speak the words too first, alongside the clap).

1.	2.	3.	4.
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1. Self belief	2. practice	3. Daily training	4. Footballer
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1.

2.

3.

4.

In small groups of approx 6 with a rhythm frame print out each:

- ★ In your group decide on one dream job or goal (one word), and write that in box 4.
- ★ Then fill in the first 3 boxes by writing one word in each - a quality needed to achieve that dream job.
(If the class are able, ideally the words across the 4 boxes would be a mixture of syllables, creating different rhythms)

PRACTICE as a class

With a steady 1,2,3,4 count in (by the teacher) the groups now practice clapping the rhythm of the four stepping stones (they should speak the words too first, alongside the clap).

ADD instruments

- ★ Each group assigns their members box 1, 2 or 3 (two people can share the same box), and everyone has an instrument. Practise the rhythm of the word in the box, speaking the word out loud while playing.

PRACTICE as a class

The teacher counts four slow beats again and everyone plays on their numbered box/beat (1,2 or 3) only, with everyone playing beat 4.

- ★ Hear each group separately, then all together.
- ★ Try removing the speaking of the words, so only the rhythms are heard.
- ★ The teacher can substitute counting for playing strong beats on a drum.

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