

MY PASSIONS, ASPIRATIONS AND MOTIVATION

Learning Intentions:

- Understanding the idea of aspirations and passions
- Thinking about my aspirations and passions and where they could lead me
- Understanding that achievement is not about ability, but also motivation
- Knowing some factors that affect my motivation.

Health and Wellbeing outcomes
<i>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. HWB 2-06a</i> I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a

'I can' Statements			
First Level	Second Level	BGE	Senior
I can describe different jobs in my community and some of the skills needed for these. I can talk about the types of jobs that interest me. I can talk about my strengths, interests and skills and show evidence of my progress. I can talk to employers about myself and about their workplace. I can talk about the types of jobs that interest me.	I can explain to others my ambitions and look for ways to achieve them. I can recognise the skills I have and need for work. I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.	I can identify my interests, strengths and skills and use them to make informed choices.	I can work towards achieving qualifications which support me to achieve my future career aspirations. I can consistently demonstrate the skills, attributes and behaviours needed to sustain and progress my career. I can identify the skills I have learnt, how these relate to work and can apply during work placements.

My Passions, Aspirations and Motivation

Introduce with Slide 1

Q What does **aspiration** mean?

(Aspiration is a strong desire for something, trying to be successful at something, hopes and dreams.)

Generate words that link to aspiration. Discuss and record with thinking partners.

Discuss the difference between ambition and Aspiration (Ambition could be described as what we want to achieve, while aspiration is who we want to become.)

Q What is a **passion**?

Q If you have an aspiration that you are passionate about, what would that mean?

A passion is a strong aspiration, something you have as a goal, an ambition you set for yourself, something that means a lot to you, something you want to achieve. A passion is what you love talking about, you like to be known for and makes you feel good about yourself. Our passions give us feelings we enjoy.

My Passions activity paper.

Ask pupils to list activities they enjoy doing, important to them, a skill they are developing, want to get better at etc.

Ask pupils to add the emotions each passion gives them.

They can refine their labels for happiness by making the distinction between two main types of happiness, namely

being excited/exhilarated versus being content/calm.

Explain this distinction by firstly asking pupils to show excited faces/bodies- then ask them to stay looking happy but not excited. Ask what that kind of happiness might be called and explore feeling calm/relaxed/ content. Ask by show of hands how many prefer excitement and how many prefer calm.

Invite pupils to add the refining label whenever they have written happy.

Q Do you know if anyone else in the class/ school shares your passion? Invite pupils to go around the room sharing their list with one person at a time and looking for matches, add the names to their activity paper. They can also add people they know beyond the class who share the particular passion.

Each student selects their current main passion and describe using **My Biggest Passion** activity paper.

Invite volunteers to make a presentation to the class about their passion. Invite other pupils to ask the pupil questions about their passion.

What my passions tell me about myself Activity paper

Ask pupils to log the skills and qualities that accompany their passions.

Discuss - ' three jobs I would never want and three that would suit me'.

Pupils now consider their skills and qualities and highlight their 'signature strengths'; the strongest ones they are particularly proud of.

You may want to invite pupils to bring in objects to show their proudest achievement.

SPIRALS OF WELLBEING PROGRAMME

My Passions, Aspirations and Motivation

Motivation

Show Slide 2. Ask the following questions- pupils record on a named post it you can collect.

Q How much of your ability are you using in school? 0 to 100%
(or for young pupils, rate how much on a scale of 0 to 10).

Q What % does that leave that you are not using?

Discuss what might be stopping pupils using all of their ability?

Explain how *motivation* is a big factor in their % rating. It is like our fuel to learn, how much we want to do or learn something. Our energy levels.

Discuss what energy is and where it comes from.

Motivation depends on the situation.

Have a whole class discussion comparing an animal in the wild and in a zoo, with their different motivations and energy levels and so on.

Ask which one would have more energy/motivation?

Ask what would pupils prefer, if they were an animal. Invite pupils to explain their choice,

Show slide 3

Q Discuss why do some people achieve more than others?

Q Are you happy with your progress?

Q In school, we talk about achievers or high achievers- are you an achiever?

Or do you think you are an under-achiever, someone who is not doing as well as they could?

Ask for a show of hands for each.

Q Where do you achieve your best? What are you good at?

Q Where do you achieve your least? What are you not good at?

Q How (what emotions) do you feel when you achieve?

Q How (what emotions) do you feel when you struggle to achieve?

Discuss the air balloon and sandbags metaphor and ask learners to write their energisers then later their drainers on the ***What inspires me?*** activity paper. Use some of the examples from pupil's work to help the class.

Give out activity paper ***Which bits of school do I find...***

This will prime learners about the quadrants they will meet later.

Learners complete their ***Poster for an Aspiring Pupil*** activity paper, individually or in pairs or groups. Go through the questions, asking for examples of responses from the class, to help pupils get started. Reward. Ask pupils to think of two rewards. One is a fun /imaginative/ fantasy reward. The other is a realistic outcome for aspiring learners.

Ask each pupil for one thing teachers would like about them.

Ask pupils to think about one class mate and give a description of what makes them an good class mate. Ask for volunteers to be the 'discussed aspiring learner.

SPIRALS OF WELLBEING PROGRAMME

My Passions, Aspirations and Motivation

The most aspiring person I know activity paper

Ask learners to complete (or as a home challenge).

How do you explain their success? Pupils write their responses on post its. Display and explore the main themes.

Invite pupils to consider their responses to Q3 about **the qualities of the most aspiring person** they know and put them on post its and place on a class flip chart. Invite some natural organisers to help group similar terms together on the chart. Discuss the most common qualities.

Q Who is responsible for aspiration/motivation in this class?

This will trigger a debate between those who think it's the teacher's or pupils' responsibility.

My Passions, Aspirations and Motivation

MY PASSIONS.

My Passions	How it makes me feel	People who share my passion

When you catch a glimpse of your potential, that's when passion is born.
Zig Ziglar

My Passions, Aspirations and Motivation

MY BIGGEST PASSION

Who/ what got me interested in it?

When did it become a passion?

What do I need to enjoy it?

How does it make me feel?



My Passion

What has helped me get better at it?

How it can help
me in school?

How does it challenge me?

What will help me develop my passion?

How often do you enjoy your passion?

WHAT MY PASSIONS TELL ME ABOUT MYSELF

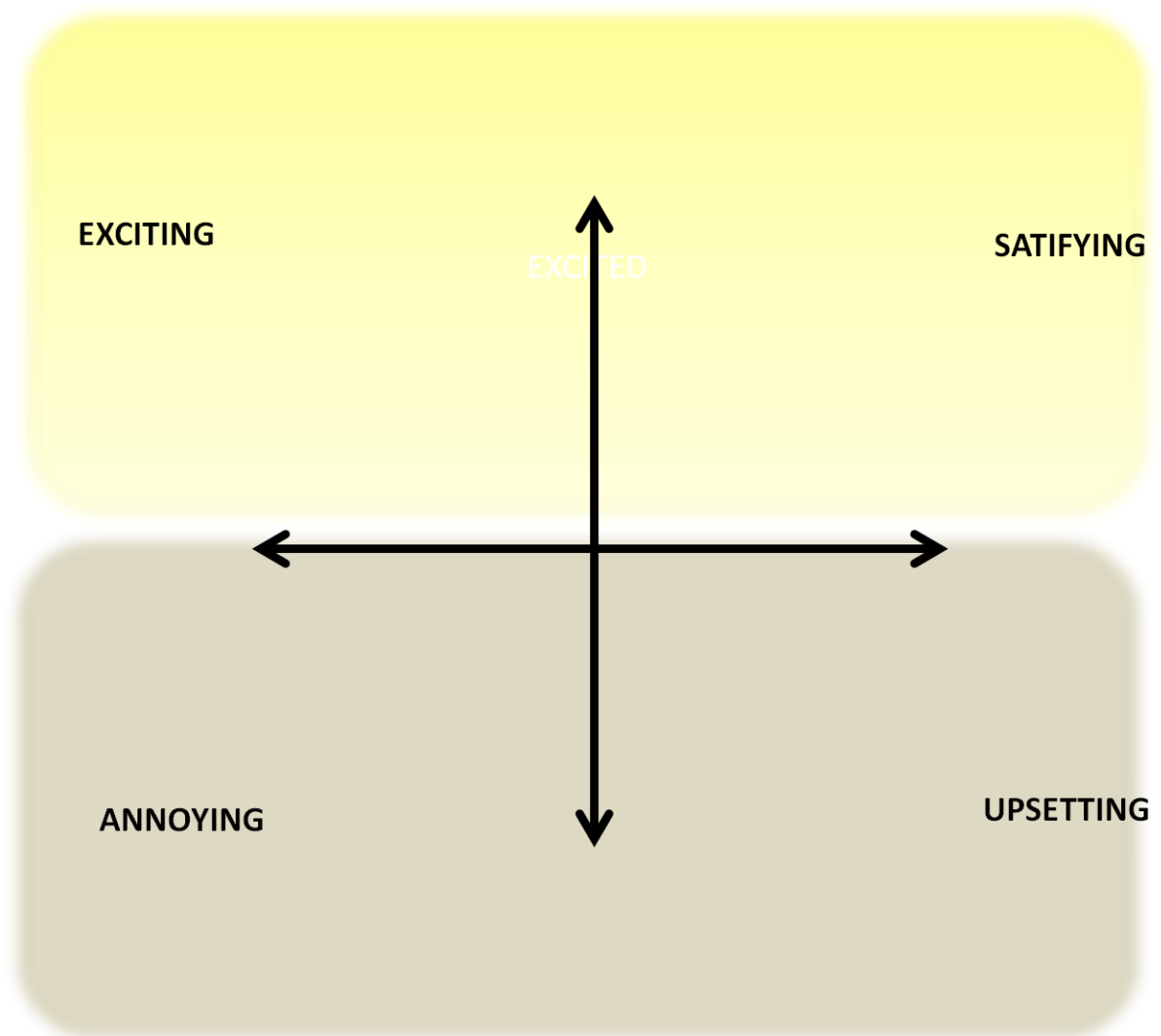
Passion	SKILLS	QUALITIES	Career / work Possible Directions

WHAT INSPIRES ME

- 1 In the Air Balloon write down things that help to inspire you to learn.
- 2 In the Sand Bags write down things that drag you down.



WHICH BITS OF SCHOOL DO I FIND...



WANTED; AN ASPIRING LEARNER

WANTED!

AN ASPIRING LEARNER

Must be

Must have

Teachers like them because

Class mates like them because

Their reward is

REWARD

THE MOST *ASPIRING* PERSON I ADMIRE

1 Who is the most aspiring person you know?

2 What made you think of them?

3 Describe their qualities and skills that you admire.

4 How have they influenced you?

5 Draw this person