

**LESSON: Influences and goals (Boxer) YEAR 5-6/KEY STAGE: 2**

This is one of two lessons written for key stage 2 pupils about careers. This lesson explores qualities, strengths and setting future goals. It is intended for use in a comprehensive PSHE programme of study and is best used within a year 5 or year 6 unit on work and careers. This lesson can also be adapted for year 3 and 4, guidance for which can be found in this pack.

Learning objective	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>about what influences future goals</li> </ul>
Learning outcomes	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>identify their personal qualities and strengths</li> <li>practise effective goal setting</li> <li>describe the steps and challenges to achieving a goal</li> </ul>
Resources required	<ul style="list-style-type: none"> <li>Box for anonymous questions</li> <li>A4 paper (blank)</li> <li>Pens and pencils</li> <li>Video of interview with Boxer</li> <li>Resource 1: <i>Attitude continuum</i></li> <li>Resource 2: <i>Qualities and strengths</i></li> <li>Resource 3: <i>Qualities and strengths word bank</i></li> <li>Resource 4: <i>Goal card sort</i></li> <li>Resource 5: <i>Goal setting mountain</i></li> </ul>

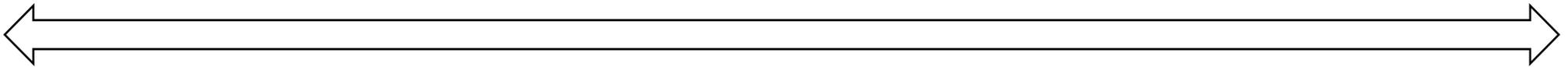
Lesson summary	Activity	Description	Timing
	<b>1. Introduction</b>	Establish or reinforce existing ground rules and introduce learning outcomes	5 min
	<b>2. Baseline assessment activity</b>	Pupils demonstrate their knowledge and attitudes about goals using a continuum	10min
	<b>3. Qualities and strengths</b>	Pupils watch the video and complete a worksheet on the qualities and strengths of a boxer	15 min
		Pupils apply this thinking to their own qualities and strengths	
	<b>4. Goal setting</b>	Pupils sort examples of short-term and long-term goals	5 min
		Pupils choose a goal they want to achieve and complete steps towards it	15min
<b>5. Endpoint assessment</b>	Pupils revisit the baseline activity and reflect on their learning in the lesson	5min	
<b>6. Signposting support</b>	Pupils find out where they can get further information and whom they can talk to about their goals and the world of work	5min	

Climate for learning	<p>A safe learning environment helps pupils feel comfortable with sharing their ideas and will help teachers to manage discussions confidently. The topic of careers may be particularly sensitive for some pupils, as their families may be affected by unemployment or unstable employment. There may not only be economic implications, but also impacts on pupils' mental health or their aspirations for the future. It is important to consider sensitivities and prior knowledge about specific pupils' circumstances.</p> <p>Ground rules are fundamental to creating and maintaining a safe teaching and learning environment, and should be negotiated with pupils. Add or emphasise any ground rules that are especially relevant to this lesson i.e. <i>a non-judgemental approach, make no assumptions, keep the conversation in the room, the right to pass.</i></p> <p>Invite pupils to write down any questions they have anonymously, and collect them in using an anonymous question box or envelope. You may wish to set aside some time at the end of the lesson to address questions raised.</p>
Key words	<p>Qualities, strengths, goal, goal setting, achieve, challenge, qualification</p> <p>For additional key words, refer to <b>Resource 3: Qualities and strengths word bank</b></p>
Introduction	<p><b>Introduction</b> <span style="float: right;"><b>5 min</b></span></p> <p>Establish or reinforce existing ground rules and highlight any rules that are especially relevant to the lesson. Introduce the learning objectives and outcomes for the lesson.</p>
Baseline assessment	<p><b>Baseline assessment activity</b> <span style="float: right;"><b>10 min</b></span></p> <p>Using <b>Resource 1: Attitude continuum</b>, pupils demonstrate their current understanding and attitudes about achieving goals in the future. Pupils work individually and without prompting. Once finished, gather feedback from the whole class to gain an understanding of pupils' views.</p>
Core activities	<p><b>Worksheet: qualities and strengths</b> <span style="float: right;"><b>15 min</b></span></p> <p>Explain to pupils that this activity will focus on how someone's qualities and strengths contributed to achieving their goal of winning an Olympic medal. Pupils watch the video of the interview with boxer Anthony Ogogo. Introduce <b>Resource 2: Qualities and strengths</b> worksheet, and ask pupils to write down the qualities and strengths that helped Anthony to achieve his goal.</p> <p>For example:  <b>Strengths:</b> <i>Sport (boxing/football/swimming), P.E. at school, fitness</i>  <b>Qualities:</b> <i>Hard-working, disciplined, energetic, enthusiastic, dedicated, resilient</i></p> <p>Once completed for the boxer, pupils consider their own strengths and qualities using <b>Resource 3: Qualities and strengths word bank</b>.</p> <p><b>Support:</b> Pupils could use <b>Resource 3: Qualities and strengths word bank</b> to support them in identifying and writing Anthony's qualities and strengths  <b>Challenge:</b> Pupils discuss which qualities or strengths played the most important role in Anthony achieving his goal.</p> <p><b>Goal card sort</b> <span style="float: right;"><b>5 min</b></span></p> <p>Explain to pupils that understanding our personal qualities and strengths can help us to set goals for the future. Discuss the different types of goals that someone may have and remind pupils that these can be wide ranging and not necessarily related to a career. Explain the difference between short-term goals (i.e. in the near future - this month or this year) and long-term goals (i.e. further in the future - more than a year away).</p>

	<p>Pupils then work in pairs or small groups to sort the cards from <b>Resource 4: Goal card sort</b> into short-term and long-term goals.</p>
	<p><b>Goal setting</b> <span style="float: right;"><b>20 min</b></span></p>
	<p>Building on their ideas from <b>Resource 2: Qualities and strengths worksheet</b>, pupils use <b>Resource 5: Goal setting mountain</b>, starting at the top to establish a goal and then completing the steps it would take to get there. To stimulate their thinking, give pupils 30 seconds to think about a goal of their own that they would like to achieve. This could be a long-term or a short-term goal, and remind them they could choose one of the ideas from <b>Resource 4: Goal setting card sort</b>.</p> <p>Prompt questions to support:</p> <ul style="list-style-type: none"> <li>• What qualities and strengths do you have to help to achieve your goal? <i>E.g. hard-working, computer skills</i></li> <li>• What actions need to be taken to achieve this goal? <i>E.g. improve maths skills, practise the piano everyday</i></li> <li>• Are there any challenges to achieving this goal? <i>E.g. low confidence in writing skills, no football club at school</i></li> <li>• Who can help to achieve this goal? <i>E.g. teacher, parent, learning mentor or sports coach</i></li> </ul> <p><b>Support:</b> Pupils could focus on a tangible short-term goal <i>E.g. learn to ride a bike or learn to do front crawl</i></p> <p><b>Challenge:</b> Explain to pupils that setting short-term goals can be helpful in achieving long-term goals. Ask pupils if there are any examples of a short-term goal that can help to achieve a long-term goal in <b>Resource 4: Goal card sort</b> (<i>e.g. have a basic conversation in a new language and become fluent in a new language</i>)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary / Assessment for and of learning</p>	<p><b>Endpoint assessment</b> <span style="float: right;"><b>5 min</b></span></p>
	<p>Ask pupils to revisit their baseline assessment and make changes as a result of their learning in this lesson. Pupils should choose one of the statements from the attitude continuum to discuss with a partner, and either explain why they feel more strongly about it now than they did at the start of the lesson, or why their opinion has changed as a result of today's learning.</p>
	<p><b>Reflecting on today's learning and signposting support</b> <span style="float: right;"><b>5 min</b></span></p>
	<p>It is important that pupils feel comfortable learning about jobs and careers and don't feel worried about their own job prospects or those of their family. Ensure pupils know they can talk to a trusted adult if they have questions about the world of work. Remind pupils that they don't need to set long-term goals or decide on a future career right away and that there will be further lessons and support available at secondary school.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Extension activity</p>	<p><b>Extension activity – Research</b></p>
	<p>Ask pupils to research the life of a notable person (e.g. a historical figure, a sports person, leader, or someone they admire) to find out their qualities and strengths, and how these helped them to achieve their goals. Pupils could be directed to conduct their research using the following website: <a href="http://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-true-stories/z72wpg8">www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-true-stories/z72wpg8</a>.</p> <p>Pupils could then write a short report or profile of their chosen person to summarise what they have found out.</p>

**Agree**

**Disagree**



It's easy to achieve goals	Some people are born more talented than others	Everyone is good at something
The most important thing to achieving a goal is hard work	Having a back-up plan is a good idea in case the goal can't be achieved	With the right help, it is possible to get better at anything



**Qualities**

**Strengths**

**My qualities**

**My strengths**



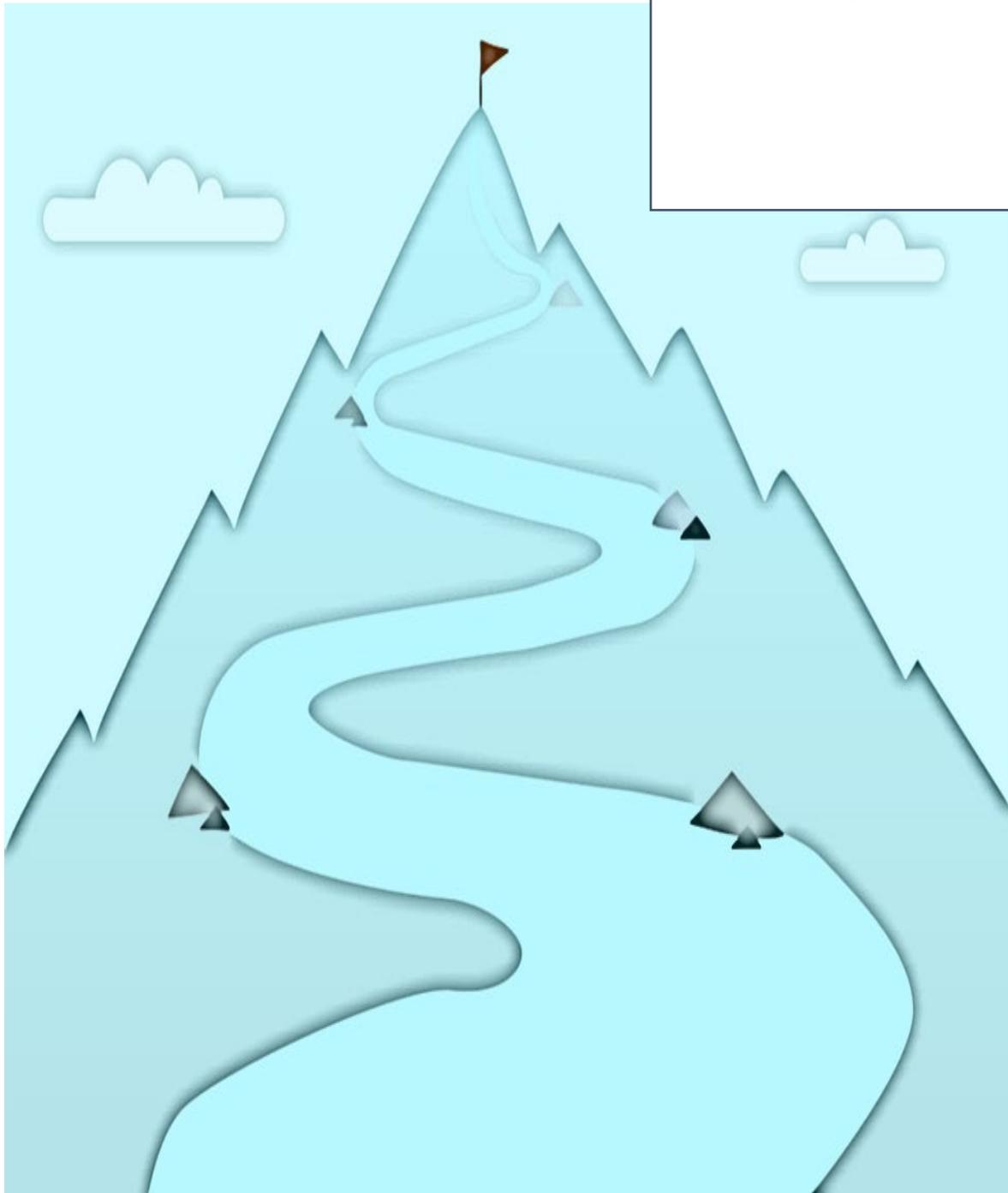
## Qualities

<b>Hard - working</b>	<b>Talkative</b>	<b>Creative</b>	<b>Adventurous</b>
<b>Responsible</b>	<b>Enthusiastic</b>	<b>Cooperative</b>	<b>A Passion for</b> <hr/>
<b>Determined</b>	<b>Patient</b>	<b>Imaginative</b>	<b>Loyal</b>
<b>Focussed</b>	<b>Easy-going</b>	<b>Persuasive</b>	<b>Trustworthy</b>
<b>Organised</b>	<b>Friendly</b>	<b>Caring</b>	<b>Resilient</b>
<b>Practical</b>	<b>Quiet</b>	<b>Curious</b>	<b>Decisive</b>
<b>Confident</b>	<b>Calm</b>	<b>Flexible</b>	<b>Optimistic</b>
<b>Competitive</b>	<b>Energetic</b>	<b>Open - minded</b>	<b>Reliable</b>
<b>Ambitious</b>	<b>Articulate</b>	<b>Empathetic</b>	<b>Supportive</b>

## Strengths

<b>Leadership</b>	<b>Science</b>	<b>Negotiation skills</b>
<b>Computer skills</b>	<b>Sports</b>	<b>Working well under pressure</b>
<b>Motivating others</b>	<b>Talented in _____</b>	<b>Resolving conflict</b>
<b>Problem solving</b>	<b>Public speaking</b>	<b>Music</b>
<b>Art and Design</b>	<b>Being a good listener</b>	<b>Working with animals</b>
<b>Maths</b>	<b>Humanities</b>	<b>Helping or teaching others</b>
<b>Writing skills</b>	<b>Being a good communicator</b>	<b>Drama and performing</b>
<b>Languages</b>	<b>Working with others</b>	<b>Willing to take risks</b>

<b>Complete home learning every week</b>	<b>Eat 5 portions of fruit and vegetables a day</b>
<b>Learn a new song on the guitar</b>	<b>Practise passing and shooting in football</b>
<b>Have a basic conversation in a new language</b>	<b>Be active for 30 mins every day</b>
<b>Travel around the world</b>	<b>Go to university</b>
<b>Get a job</b>	<b>Gain qualifications at secondary school</b>
<b>Become fluent in a new language</b>	<b>Train for a marathon</b>



**Goal**

**Challenges**

**Who can help**