



Aiming high (proactivity)

Age range: 7-11

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
10-60 mins	By the end of the activity students will be able to: <ul style="list-style-type: none"> Understand what it means to aim high and be proactive Explain how aiming high (proactivity) can help through school and in the workplace Discuss how they have shown this skill in their daily lives 	<ul style="list-style-type: none"> Aiming high (proactivity) slides

This lesson has been developed for pupils aged 7-11, to introduce the skills of aiming high (proactivity) and help them understand its importance both throughout education and in the world of work. Through class discussions, a practical activity and case studies, pupils will start to understand how they can begin to show these skills at home and at school. Completing this lesson supports the Skills Builder Framework for aiming high.

The session can be delivered as a stand alone lesson to focus on this particular skill, or as part of a series. The Barclays LifeSkills programme has a [core transferable skills toolkit](#) containing seven lessons for seven different skills for the primary age group which can be delivered in any order.

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Word bank

- Court:** A place where legal meetings are held and evidence about crimes and disagreements is shared
- Goals:** Things that you want to do or achieve
- Lawyer:** Someone who offers advice about the law and supports people in court
- Illustrator:** A person who draws or creates images
- Interests:** The things you enjoy doing, for example swimming, reading
- Property:** What you own, for example a house, flat
- Resilience:** Learning from mistakes and achieving goals even when things go wrong
- Skills:** The things you're good at, for example listening, being creative

Activity one

What is aiming high (proactivity)?



Start by showing your pupils this [short animation](#) that outlines the set of core transferable skills which the LifeSkills programme focuses on. Teamwork is also included in this animation as the eighth transferable skill. Instead of showcasing this skill in a separate lesson, we embed it throughout the other core transferable skills lessons.

What's special about these skills in the world of work is that they can be used in any industry and almost any job.

Young people can develop these skills at home, in school and in clubs they attend. As they are likely to carry out a number of different roles throughout their working lives, it's important they recognise how they can transfer these skills from one setting to another, especially as they move from education into work.

Show slide 2 and discuss the following definition of aiming high (proactivity): putting in your best effort, thinking ahead, and planning what to do to reach your goals.

It may also be useful to outline the Skills Builder Framework definition: The ability to set clear, tangible goals and devise a robust route to achieving them.

Ask pupils to think about why aiming high (proactivity) is important and how they might show it already at home, school or at a club. If you are working with younger pupils or those who need more support, you could use the example of practising every day to learn a particular song on an instrument or to get better at spelling tests.



Aiming high (proactivity)

- Steps 0-2 of the Skills Builder Framework for aiming high

Activity two

Proactivity hot seat



Aiming high (proactivity)

- Steps 5-7 of the Skills Builder Framework for aiming high

If you are working with a younger age group, we recommend completing this activity as a class to ensure pupils understand and come up with ideas together. Older pupils or those who can work independently can be divided into small groups.

Show **slide 3** and ask for a volunteer to sit in the 'hot seat' and ask them to explain something they would like to achieve or get better at, for example a sport, instrument, school subject or out of school club. Other pupils can then suggest one proactive action that person can take to help them improve.

Rotate who occupies the hot seat until each member of the group has presented to their team and received their ideas. If time allows, ask some pupils to share their goal and the proactive suggestions they received with the wider class.

Can pupils think of how setting themselves tasks can help them achieve their goals?

Activity three: Case studies

In this section you will find a written and a film case study that help demonstrate the skill of aiming high (proactivity). You could use both case studies, or just one depending on what you think will work best for your class. Discussion prompts for each case study are differentiated so that you can pick the most appropriate ones for your pupils.

Case study 1: Ben



Ben is a lawyer. Start by discussing this job, do your class know that a lawyer provides legal services to people, from representing them in court to handling the sale of property. Explain what they might do in a typical day at work, for example advise clients, research a case, attend court.

You can also explain that an apprenticeship is a type of training that involves following and learning from an expert of a particular trade whilst working at the same time.

“I wanted to get experience of the working world while at university, so I decided to do an apprenticeship at a law firm. To achieve my main goal of becoming a lawyer, I set myself smaller goals to keep myself moving towards it.

Although sometimes I didn't always reach the goal I set for myself, by continuing to put the effort in I became more successful at tasks I had struggled with before. When aiming high, it is important to think about the thing you want to achieve and break it down into small steps.”

Display **slide 4** and work through the below discussion prompts with your class. You can either complete them as a class, get pupils to discuss in pairs or small groups, or ask pupils to write down their thoughts individually.

Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Ben has shown the skill of aiming high (proactivity), for example by continuing to try tasks, even when he struggled with them

What is a goal? Can you think of a time when you kept trying even when you found a task hard?

Discussion prompts for older pupils or those who need less support:

How has Ben shown the skill of aiming high (proactivity)?

What smaller goals might he have set for himself? For example, gain experience at a law firm, get a good grade in his next exam

How can you tell if a goal has been achieved?

Can you think of times when you have shown this skill?

Aiming high (proactivity)

- Steps 3-8 of the Skills Builder Framework for aiming high

Activity three: Case studies

Case study 2: Anh



Head over to the BBC Bitesize website to watch its film, as a class, about Anh who is an illustrator, by clicking [here](#) or by clicking the link on **slide 5**.

First discuss with your pupils what illustrators do in a typical day at work, before using the prompts below.



Aiming high (proactivity)

- Steps 5-8 of the Skills Builder Framework for aiming high

Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Anh has shown the skill of aiming high (proactivity) in her job, for example she followed her interests and moved to the UK to attend university to study a subject she loved

Can pupils think of a time they have set goals for themselves?

Discussion prompts for older pupils or those who need less support:

How can you tell that Anh has achieved one of her goals?

Can you think of ways Anh has used the skill of aiming high (proactivity) to reach her goal of becoming an illustrator? For example, moved country to pursue what she enjoyed doing

What goals have you set and how has this helped you aim high?