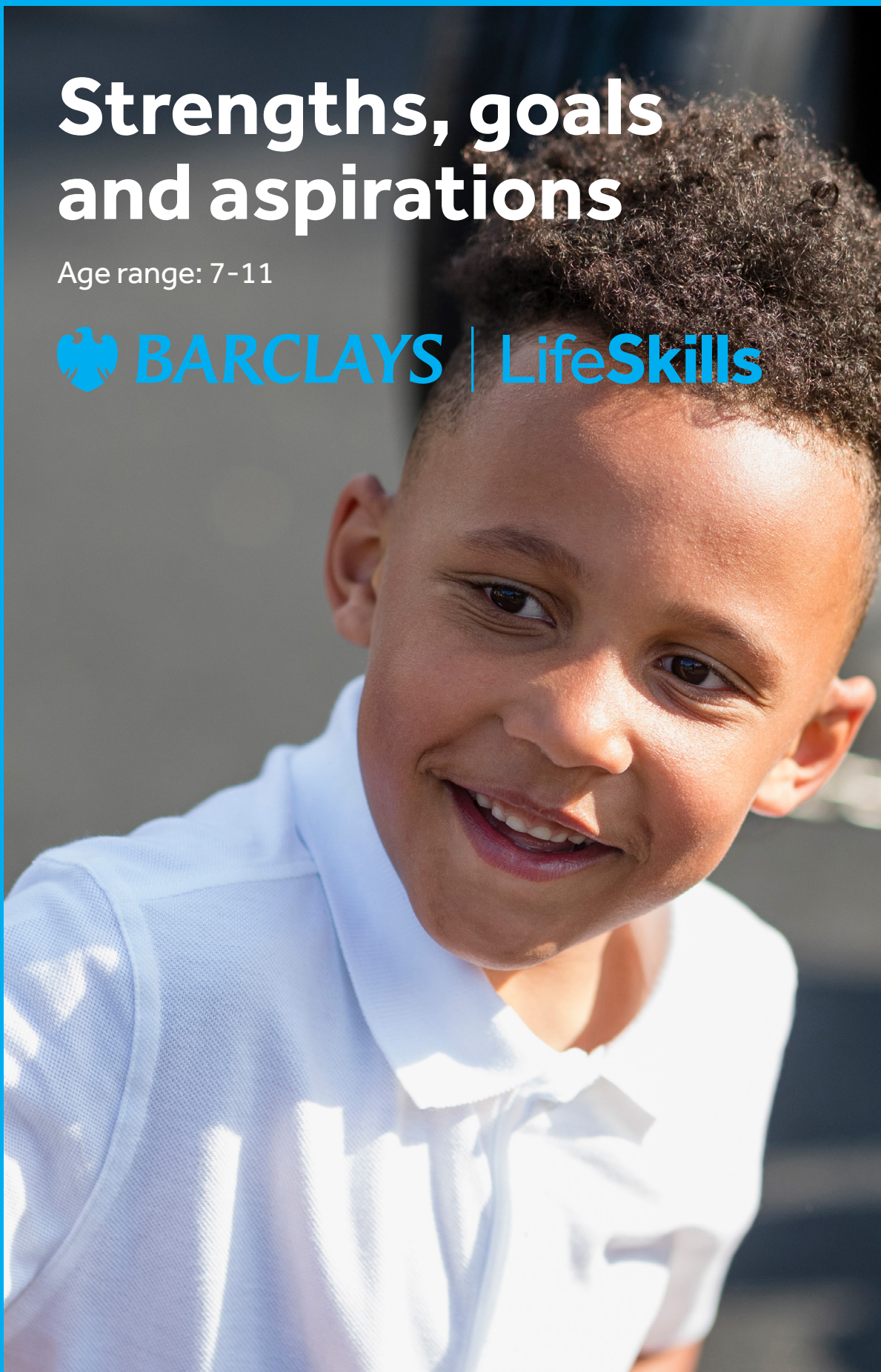




# Strengths, goals and aspirations

Age range: 7-11

 **BARCLAYS** | LifeSkills



# Session overview

Time	Key learning outcomes	Resources
10-60 mins	By the end of the activity pupils will be able to: <ul style="list-style-type: none"> <li>Define aspirations, and recognise some of their own</li> <li>Consider what they can do to achieve their goals and aspirations</li> <li>Explore which jobs might be a good match for their skills, interests and personality</li> </ul>	<ul style="list-style-type: none"> <li>Strengths, goals and aspirations presentation slides</li> <li>Strengths, goals and aspirations pupil worksheet</li> </ul>

This lesson has been developed for pupils aged 7-11, to help them understand the connection between skills, interests and personality traits and careers. Using the Barclays LifeSkills interactive [Wheel of strengths tool](#) your class will discover how these aspects match up to a range of job roles. They may discover some they hadn't thought of before and be surprised at where their skills could take them.

Please note the activity requires access to a screen and an internet connection.

## Contents

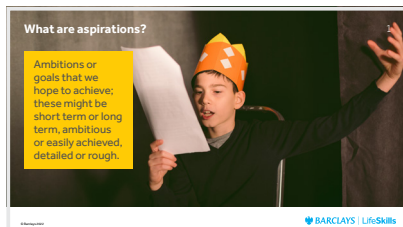
Activities	Time	Page
Activity one: Goals and aspirations	10 mins	3
Activity two: Spin the Wheel of Strengths	30 mins	4
Activity three: Skills action plan	20 mins	5

## Word bank

- Goals and aspirations:** Things that you want to do or achieve
- Skills:** The things you're good at, for example listening, being creative
- Interests:** The things you enjoy doing, for example swimming, reading
- Personality traits:** Words people would use to describe you, for example patient, enthusiastic

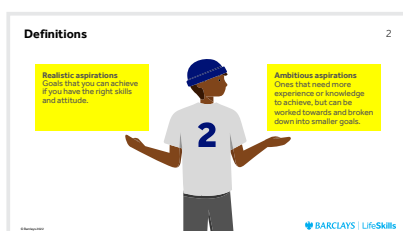
# Activity one

## Goals and aspirations



Show **slide 1** and start by showing your group this definition of aspirations and discuss any words they don't understand. Ask them if they can think of an example of an aspiration.

**Aspirations: Ambitions or goals that we hope to achieve; these might be short term or long term, ambitious or easily achieved, detailed or rough.**



If your class are older or can work more independently, ask them if they know the difference between a realistic aspiration and an ambitious aspiration. Talk through the below definitions, which are also displayed on **slide 2**.

- **Realistic aspirations** – Goals that you can achieve if you have the right skills and attitude
- **Ambitious aspirations** – Ones that need more experience or knowledge to achieve, but can be worked towards and broken down into smaller goals



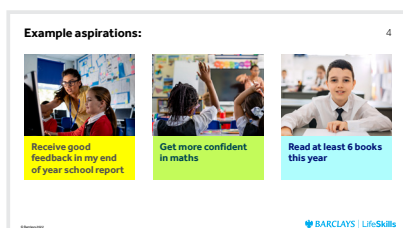
Discuss the aspiration on **slide 3**, and goals that can be put in place to achieve it.

**Aspiration: Be awarded 'player of the match' in your sports team at least once this year.**

### Goals:

- Attend training every week
- Listen to the coach, and ask for support on building technique and confidence
- Aim to score at least once per match

**Can they think of any other goals that would help them reach this aspiration?**



Move on to **slide 4** and ask pupils to work in pairs and come up with one goal for each aspiration shown. If your class is younger or needs more support, choose one aspiration and develop a goal as a class, otherwise ask pupils to work through this task individually. You could also come up with a completely new scenario that is more relevant to the class you are working with.

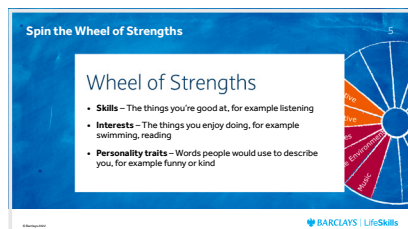
- Receive good feedback in my end of year school report
  - Always be respectful to my peers and teachers by listening and raising my hand in class
- Get more confident in maths
  - Ask my teacher for homework or extra activities on maths subjects that I struggle with so that I can practise and improve
- Read at least 6 books this year
  - Make time to read for one hour every day, Monday-Friday

Ask older pupils or those who can work more independently to write down at least one realistic aspiration of their own, and a goal they can put in place to help them achieve it.



# Activity two

## Spin the Wheel of Strengths



Go to **slide 5** to launch the [Wheel of Strengths interactive tool](#). The tool is easy to use and allows young people to look at which jobs might be a good match for their skills, interests and personality traits. It can also be used to discover jobs they might not have heard of, and the skills needed for them. To complete this task as a class, choose one pupil to be in the 'hotseat' and complete the Wheel. Alternatively, you could come up with a person as a class, such as a sportsperson, owner of a business or public figure, and pretend that they are in the hotseat.

Those not in the hotseat can complete the wheel by filling out the Strengths, goals and aspirations pupil worksheet.

### Start by defining the below terminology:

- **Skills:** The things you're good at, for example listening, being creative
- **Interests:** The things you enjoy doing, for example swimming, reading
- **Personality traits:** Words people would use to describe you, for example patient, enthusiastic

Get the pupil in the hotseat to think about skills they already have or are developing and add between two and seven to their wheel. Then ask them to do the same with their interests and personality traits. They only need to select a minimum of six attributes to be able to spin the wheel but encourage them to choose as many as they want.

It might be useful to chat through examples of any of the skills, interests and traits they selected. If pupils are unsure about any of the skills mentioned, simply click the 'Unsure what some of these mean?' link to view their explanations.

The tool will then generate six suggested jobs based on their selections.

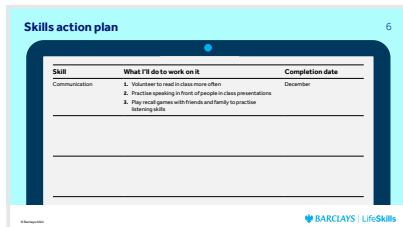
**Have pupils heard of any of these job roles before? Are they interested in any of these roles or industries? Which skills would pupils like to develop and how might they do this?**

## Extension

Ask pupils to pick one of these roles and find out more about the day-in-the life of these industries, and if it is something that might interest them for the future. They could research in books, on the internet, or by talking to friends or family members in these roles.

# Activity three

## Skills action plan



Now that pupils have reflected on their skills and spun the wheel, they can fill in a skills action plan. This helps record any skills they'd like to work on and keep track of what they're doing to improve. We've given an example below, but these actions can include anything the tool suggested for your class.

Display the skills action plan on **slide 6**. If you are working as a class, you can fill out the plan together. Older pupils or those who can work independently can fill out the plan individually on the Strengths, goals and aspirations interactive worksheet. A list of the 7 core transferable skills from the Wheel of strengths tool, along with descriptions, is provided on the worksheet.

Start by choosing a skill. Then think of up to three goals that pupils can complete to help them develop and put this skill into practice. They can then enter a realistic date by which they aim to have completed all these goals to help towards the development of this skill.

Skill	What I'll do to work on it	Completion date
Communication	<ol style="list-style-type: none"> <li>1. Volunteer to read in class more often</li> <li>2. Practise speaking in front of people in class presentations</li> <li>3. Play recall games with friends and family to practise listening skills</li> </ol>	December