



the WOW factor

Unit Four My Journey



the WOW factor



Contents

Unit Overview		3
Learning and Teaching Activities within this Unit		5
Theme 1	Goals	6
Theme 2	That's My Goal	7
Theme 3	Secrets of Success	8
Theme 4	Steps to Achievement	9
Theme 5	Help and Hindrance	10
Theme 6	Pupil Reflection Record	11

Resources

Useful Websites

the WOW factor



Aim

In this unit, pupils explore goal setting, success factors and steps to achieving goals, within the context of career planning. They also explore the factors that might help and hinder them achieve their career goals.



Unit Overview

Mapped to the Statutory Statements

Pupils should have opportunities to:

- identify areas of interest and set targets for self-improvement; and
- engage in the personal career planning process to investigate and reach decisions about post-14 options, recognising that attitudes to work will change over time and are influenced by family and community values.

Learning Intentions

Pupils learn that:

- goal setting is an important aspect of achieving success;
- achieving goals is a step by step process; and
- there are factors that can support and/or hinder career planning and goal setting.

Success Criteria

At the end of this unit, pupils will:

- understand that goal setting is important in achieving success;
- be able to identify personal goals, including targets for achievement; and
- know some of the factors that can help and hinder their career planning.

Employability Skills Focus

This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 3. The focus within this unit is outlined below:

Self-management

- Become self-directed by working on their own or in a group
- Work towards personal targets set by themselves or jointly with the teacher.

Key Questions

Throughout this unit, encourage pupils to consider the following questions:

- *What does success mean to me?*
- *How many ways can I achieve success?*
- *How will goals help me achieve success?*
- *Do all goals end in success? Why?/Why not?*

Opportunity
for Assessment
for Learning!
Sharing learning
intentions and
success criteria

Opportunity
for Assessment
for Learning!
Effective key
questions



Learning and Teaching Activities within this Unit

Theme 1

Goals

Pupils examine the power of goal setting and use role-play to appreciate the feelings associated with goal success. They learn that success is usually underpinned by goal setting.

Theme 2

That's My Goal

Pupils begin to identify goals for the coming year, both individually and as a class.

Theme 3

Secrets of Success

Pupils investigate the key factors necessary to achieve goal success.

Theme 4

Steps to Achievement

Pupils explore the steps involved in achieving a goal.

Theme 5

Help and Hindrance

Pupils explore factors that can help and hinder someone who wants to achieve a goal.

Theme 6

Pupil Reflection Record

Pupils reflect on the learning within this unit.



Theme 1

Goals

Pupils examine the power of goal setting and use role-play to appreciate the feelings associated with goal success. They learn that success is usually underpinned by goal setting.

Opportunity for
Assessment for Learning!
Providing think time
Effective questions
Generating pupils' questions

Support Materials for the Activities

- *Quotation Cards (Resource 1)*
- *Newspapers and Magazines*

Activity 1

Organise the pupils into groups of three or four individuals. Give one of the *Quotation Cards* to each group. Ask them to read their card and discuss the following questions:

- Does this quotation teach you anything? What can you learn from it?
- In what ways might this relate to career goals?
- How might this quotation help you with your career goals?

Invite the groups to record their answers. Next, ask them to agree on one question they would like to ask about career goals. Finally, invite each group to present their:

- quotation;
- answers to the questions; and
- agreed career goals question.

As a class, discuss the quotations and the responses from each of the groups. Take time to discuss each group's question about career goals. Display the quotations around the classroom as a visual aid.

Activity 2

Invite individual pupils to think about something they want to achieve within the next three months. Ask them to visualise achieving their goal. Encourage the pupils to freeze-frame the moment of success. Ask them to pose and to use non-verbal communication to communicate how they feel when they achieve their goal. Move amongst the pupils and invite them to answer some of the following questions:

- What was your goal?
- How did you achieve it?
- In what ways was it a tough journey?
- Now that you have success, how do you feel?

Extension Opportunity – Activity 3

Organise the pupils into pairs or small groups. Distribute some newspapers and magazines to each pair or group. Invite them to find articles and headlines that describe people who have achieved success. Invite the pairs or groups to record what the goal was and the steps that were taken to achieve success.

Theme 2

That's My Goal

Pupils begin to identify goals for the coming year, both individually and as a class.

Opportunity for
Assessment for Learning!
Effective questions
Providing think time

Support Materials for the Activities

- My Goals (Resource 2)
- Newspapers and magazines

Activity 1

As a class, thought shower some goals that individual pupils could achieve during the school year, for example:

- winning a sports competition; and
- achieving a good report.

Give each pupil a copy of *My Goals*. Ask them to use this to record their goals for the coming year. Encourage the pupils to be as creative as possible and use:

- drawings;
- cut outs from magazines and newspapers; and/or
- words or sentences.

Invite individuals to present their goals to the rest of the class. Display all the pupils' work in the classroom for the rest of the school year.

**It may be more appropriate to allow pupils to create their own star template on much larger sheets of paper to encourage creativity.*

As a class, agree an employability class goal to be achieved during the school year. Display the following questions on the board or flip chart to stimulate a class discussion about the class goal:

- How achievable is our class goal?
- What steps do we need to take to ensure success?
- How will we feel at the end of the year if we succeed?
- In what way should we celebrate success?

Display the goal and responses to the above questions in the classroom and refer back to them on a regular basis. At the end of the year, reflect to see how the goal was achieved and celebrate the achievement as agreed.

Theme 3

Secrets of Success

Pupils investigate the key factors necessary to achieve goal success.



Support Materials for the Activities

- Art and craft materials

Activity 1

Explain to the pupils that people can be successful in many ways, for example at sport, in exams, at their hobbies and in their careers. Ask the pupils to thought shower why people are successful. List their responses on the board or on a flip chart. The pupils' answers might include:

- goal setting;
- self-belief;
- having patience to reap the rewards;
- hard work;
- determination;
- perseverance;
- support from family and friends; and/or
- luck.

Invite the pupils to design and make a 'Secrets to Success' bookmark to remind them how to achieve their goals.

Activity 2

Ask pupils to create and display a collage of successful people in their local community, for example:

- pupils;
- business people;
- community workers/community groups;
- sports people/teams;
- teachers;
- actors/singers; and/or
- award winners.

Give the pupils access to the internet to access relevant information and images. Display the collage in the classroom.

Extension Opportunity – Activity 3

Invite people from the local community to talk to pupils about their career goals and how they achieved them.

Theme 4

Steps to Achievement

Pupils explore the steps involved in achieving a goal.

Opportunity for Assessment
for Learning!
Providing think time
Peer assessment
Effective questions

Support Materials for the Activities

- *Peter's Story* (Resource 3)
- *Peter's Steps to Success* (Resource 4)
- *My Steps to Success* (Resource 5)

Activity 1

Explain to the pupils that achieving a goal is usually a step-by-step process. It happens over a period of time and does not usually happen overnight. This can make achieving a goal more realistic as it allows someone to focus on achieving one step at a time.

Divide the class into four groups. Give each group a copy of *Peter's Story*. Ask them to read and discuss the case study. Next, distribute a copy of *Peter's Steps to Success* to each group and ask them to complete it. When the groups have completed the task, invite a member from each group to present their work to the rest of the class.

Activity 2

Ask the pupils to think about the steps they need to take to achieve their own goal/goals. Give each pupil a copy of the *My Steps to Success* resource. Ask them to think of a personal goal that they would like to achieve. Remind the pupils of the personal goals they recorded in Theme 2 to prompt their thinking. Next, ask them to identify some steps or actions that they would need to take to achieve that goal. Organise the class into pairs. Invite pairs to share their goals and their *Steps to Success* with each other. Encourage them to carry out peer assessment and to identify any positive steps to success and any steps that may have been overlooked.

As a de-brief to this activity, ask pupils to consider the following questions:

- Was it hard to identify the steps you need to take to achieve your goal? Why?
- Are there other things that you need in order to achieve your goal? (For example, resources or people who can help.)

Theme 5

Help and Hindrance

Pupils explore factors that can help and hinder someone who wants to achieve a goal.



Support Materials for the Activities

- *Cara's Story* (Resource 6)
- *Cara's Help and Hindrance* (Resource 7)

Activity 1

Remind the pupils of the factors that will help them to achieve goals (agreed in Theme 3). Invite the pupils to discuss what factors could prevent them from achieving goals, for example the negative attitudes of others or lack of effort.

Divide the class into four groups. Give each group a copy of *Cara's Story*. Give the groups time to read and discuss the case study. Next, distribute a copy of *Cara's Help and Hindrance* to each group. Ask them to discuss and complete this resource.

Activity 2

Ask the pupils to think about their own goals and dreams for the future. Remind the pupils that it is ok to have big dreams. Invite volunteers to share their dreams and goals with the rest of the class. Remember that some pupils may not want to share their goals with the rest of the class. As a class, discuss some of the steps that pupils should take to achieve success.

Extension opportunity - Activity 3

Carry out a physical activity to symbolise the setting of the pupils' goals and dreams, for example a balloon release.

Theme 6

Pupil Reflection Record

Pupils reflect on the learning within this unit.



Support Materials for the Activities
- *Pupil Reflection Record* (Resource 8)

Activity 1

Distribute a copy of the *Pupil Reflection Record* to each pupil. Encourage them to read this and to think about their learning to date. Ask the pupils to complete the *Pupil Reflection Record*. Finally, invite them to take part in a group discussion to share their learning with each other.

It might be useful to record feedback from individual pupils in their Progress File.



Quotation Cards

"In life, as in football, you won't go far unless you know where the goalposts are."

Arnold Glasgow

"Goals are dreams with deadlines."

Diana Hunt

"If you're bored with life and you don't get up every morning with a burning desire to do things you don't have enough goals."

Lou Holtz

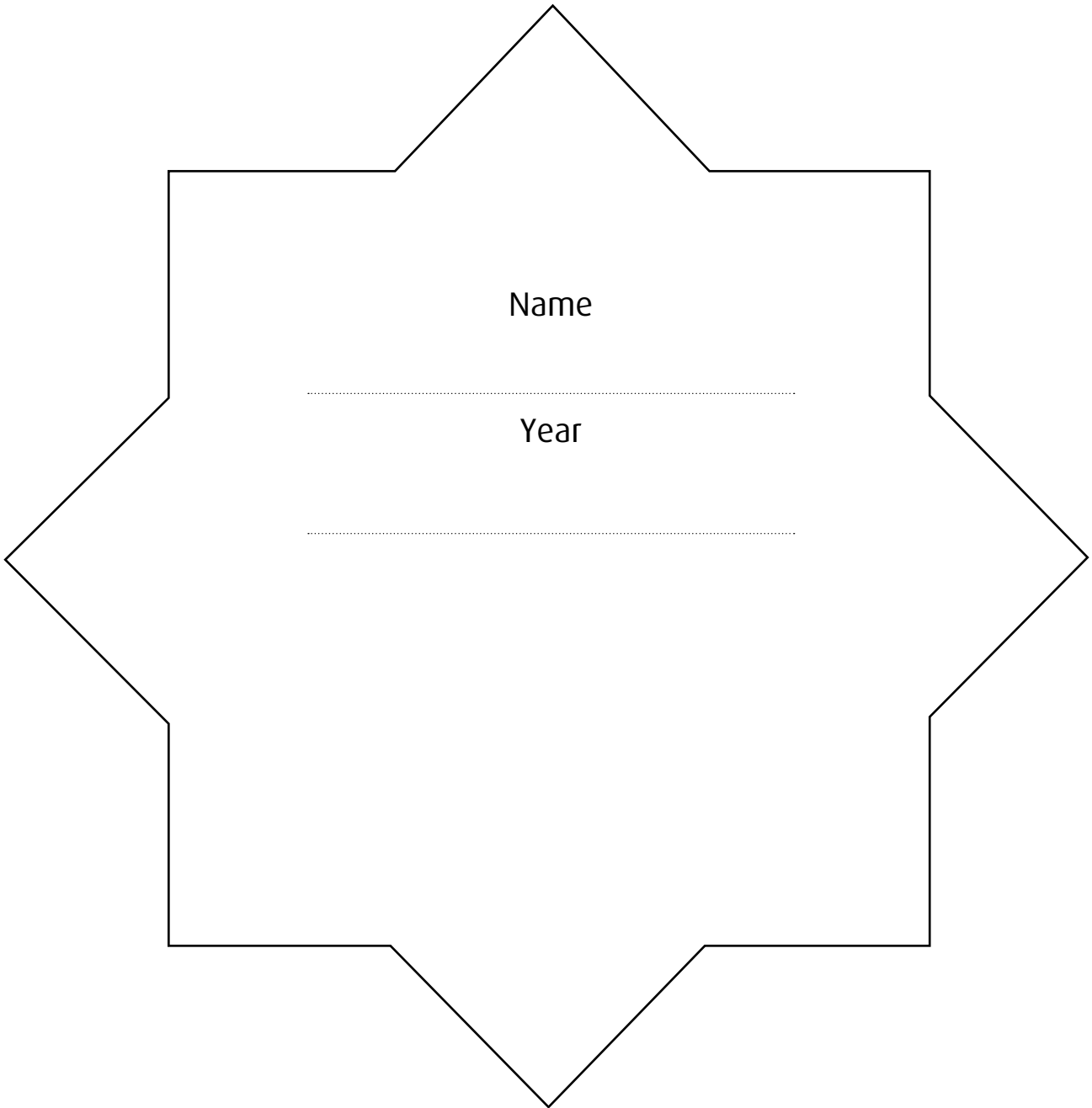
"The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goals to reach."

Benjamin Mays

"Think little goals and expect little achievements. Think big goals and win big success."

David Schwartz

My Goals



Name

.....

Year

.....

Peter's Story

A Farrier is someone who puts shoes on horses.

I have wanted to be a professional Farrier for as long as I can remember. I started horse riding when I was seven years old and have loved horses since then.

When I was a teenager, I got a Saturday job cleaning out stables and helping around the yard. I remember watching the Farrier who came to shoe the horses. I was amazed at the whole process.

I loved my local riding club and had lots of friends there who were interested in horses. However, I realised that I would have to leave home to train to become a professional Farrier.

During my apprenticeship, I worked as hard as I could. I spent a lot of time in the gym doing special weights programmes to help me become stronger. Farriers need to be physically fit. It took four years to complete my apprenticeship but afterwards I was able to come back home.

I now own my own business and travel all over Ireland with my work. It is a very rewarding job and I love being my own boss. I currently earn £14,000 per year. My new goal is to gain as much experience as possible and offer excellent customer service so I can earn up to £50,000 per year.

Peter's Steps to Success

Peter's Goal: To become a professional Farrier, earning £50,000 per year

Step 5

Step 4

Step 3

Step 2

Step 1

Peter's Starting Point: Peter started horse-riding

My Steps to Success

My Final Goal:	
Step 5	
Step 4	
Step 3	
Step 2	
Step 1	
My Starting Point:	

Cara's Story

Since her first year at secondary school, Cara has wanted to become a hotel manager. She is currently studying for her GCSEs and wants to do a BTEC in Hospitality Management. To get onto the course in Belfast, she needs to achieve grade C in mathematics. Cara is struggling with maths. However, she is determined not to let this hold her back. She has been putting a great deal of effort in studying so that she will get the grade she needs.

Cara's parents have been very supportive of her goal. However, most of her friends are planning to stay at home and are complaining because she will be going to Belfast. They are always reminding her of all the fun she is going to miss out on.

Cara's Help and Hindrance



A) The Goal



B) Help



C) Hindrance

Pupil Reflection Record

In what ways will goal setting for your future help you?

What surprised you about goal setting?

What skills and qualities do you have that will help you to achieve your goals?

Which of the following career planning activities have you carried out as part of this unit?

Reading

Watching videos

Research

Giving presentations

Learning from others

Signed: _____

Teacher: _____

Parent: _____

Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to **www.ccea.org.uk/employability**

A CCEA Publication © 2008



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG
☎ +44 (0)28 9026 1200 📠 +44 (0)28 9026 1234 📠 +44 (0)28 9024 2063 ✉ info@ccea.org.uk 🌐 www.ccea.org.uk

