

YEAR GROUP: 10	TERM:	LESSON:
TITLE: Aspiration in practice		
AIMS: <ul style="list-style-type: none"> To investigate what aspiration or ambition means To encourage students to reflect on the qualities needed to achieve their ambitions 		
LEARNING OBJECTIVES: Values <ul style="list-style-type: none"> Taking responsibility Aspiration and being the best I can be Valuing the skills and experience employers look for Skills <ul style="list-style-type: none"> Being assertive around choices Knowledge/Understanding <ul style="list-style-type: none"> Purpose and value of work experience Employability skills and qualities 		
VOCABULARY: Ambition, aspiration, 'aspiration in practice'		
RESOURCES – MATERIALS / PREPARATION: Quotes sheet, or quotes on cards (1 for each group)_ Clip from iCould: http://iCould.com/videos/sahar-k/ Sahar Kasiri worksheet – one for each pair of students Sahar Kasiri worksheet – Teacher's notes plus discussion notes Card sort agree/disagree – set for each pair of students Card sort agree/disagree – Teacher's notes		
ACTIVITY – CONTENT / METHOD: Activity 1: <ol style="list-style-type: none"> Ask group "What do we mean by ambition?" (A strong desire to do or achieve something). Is aspiration the same thing? We normally link the notion of 'progressing to a higher level' to aspiration (high ambition)? We will be using the two inter-changeably. Give out quotes from various famous people. In groups (or pairs) students: <ol style="list-style-type: none"> decide what the quotes mean decide if they agree discuss what ambition/aspiration means to them choose 1 (or 2) which for them is the best quote and why <p>Teacher to ask representative from each group to feedback, explaining which they</p>		Timings 10/15 mins

have chosen and why. Try to draw out that ambition/aspiration mean different things to different people, but central is often:

- The idea of becoming the best you can be. This is a personal aim; it does not necessarily mean being 'the best' in a competitive sense. It could be about reaching ones full potential, or alternatively about doing the absolute best we can in any job we do.
- It is an active process – not just hoping that something will happen. 'Aspiration in Practice' is a good way of describing what is meant.

- e. Students then write down a couple of sentences (their own quote) on ambition.

If time is an issue it might be worth splitting up the quotes so students do not have to read through all of them. If this is the case it is worth having the quotes in a presentation, so students can read them as they are being read out in feedback.

20 mins

Activity 2:

1. Introduce clip of Sahar Kasiri (4 min 10 secs) with summary. Sahar is a buyer for Arcadia. She describes how she set about acquiring the sorts of skills and experience for which a fashion company would be looking. NB Explain to pupils that you are not showing the clip to inform them of how to become a fashion buyer or what the job entails, but to illustrate how she went about achieving her aspiration. **The key learning point of the clip is the link between her aspiration to become buyer for a fashion retailer, AND how she has put that aspiration into practice.**
2. Show clip.
3. Worksheet: Working in pairs students to answer the questions on the worksheet. The questions begin by making sure students have paid attention and then move into discussion questions.
4. Feedback: See the Teacher's version of worksheet AND discussion notes for ideas and follow up questions. Go over answers to ensure students have understood the learning points:
 - a. That aspiration is more than wishing. It involves research, planning and action.
 - b. That aspiration is about fulfilling potential.

Activity 3:

10 mins

Card Sort Activity

- A. **Give out cards to pairs or small groups of students. Students to put each statement into two piles: Agree/Disagree.** At some point it is likely that some students will become aware that some of the statements are neither agree nor disagree. It is suggested you let students discover this for themselves, so as to discourage them from using this option too much which would limit discussion.
- B. **Once pairs have groups have completed putting statements into piles, go through the 13 statements to find out with which they agreed and disagreed and discuss their answers.** Make a tally chart and see where

the most common disagreement occurs. This could be the focus for discussion. See Teacher's notes for points to be made during discussions.

DIFFERENTIATION:

By outcome.

PLENARY: (5 mins)

Students are to be given the homework task of telling parents about what they have learned in the lesson. They should write down 3-5 key things they will take from the lesson which they wish to share with parents/carers.

Discuss with students what things they are taking from the lesson, the key messages.

EVALUATION:

1. Choice of agree/disagree
2. Do the key messages the students say they are taking from the lesson match the learning objectives?

NOTES:

Quotes on Ambition

"Even as a kid in drawing class, I had real ambition. I wanted to be the best in the class, but there was always some other feller who was better; so I thought, 'It can't be about being the best, it has to be about the drawing itself, what you do with it.' That's kind of stuck with me."

- **Damien Hirst**

"Intelligence without ambition is a bird without wings."

- **Salvador Dali**

"Our ambition should be to rule ourselves; the true kingdom for each one of us. And the progress from this is to know more, be more and do more."

- **Oscar Wilde**

"As a teenager I was so insecure. I was the type of guy that never fitted in because he never dared to choose. I was convinced I had absolutely no talent at all. For nothing. And that thought took away all my ambition too."

- **Johnny Depp**

"Aim low. Aim so low that no one will ever care if you succeed."

- **Marge Simpson**

"Ambition is the path to success, persistence is the vehicle you arrive in."

- **William Eardley**

"Ambition may be defined as the willingness to receive any number of hits on the nose."

- **Wilfred Owen**

"I have many years to get better and better, and that has to be my ambition."

- **Lionel Messi**

"We need to steer clear of this poverty of ambition, where people want to drive fancy cars and wear nice clothes and live in nice apartments but don't want to work hard to accomplish these things. Everyone should try to realize their full potential."

- **Barack Obama**

Tasks:

1. What does each quote tell us about ambition?
2. Do you agree or disagree? Why? No right or wrong answers.
3. Discuss what ambition means to you.
4. Choose one or two quotes that you like the best.

Sahar K

1. What does Sahar's job involve?
2. Why does she like it?
3. How did she come up with her ambition?
4. What did Sahar's parents think of her ambition?
5. What did Sahar do to improve her chances of achieving her ambition?

Sahar K (Teacher's notes)

1. What does Sahar's job involve?

- *Works for Arcadia (Top shop, Evans, Miss Selfridge etc..)*
- *Buys clothes to be sold in shops.*
- *Makes judgements about what people will want to buy.*

2. Why does she like it?

- *Interest in fashion.*
- *Likes to travel.*
- *Interested in business.*

3. How did she come up with her ambition?

- *She saw fashion show cat walks on television, and noted that people were there looking at the clothes.*
- *Asked a Careers Adviser what job they did.*

4. What did Sahar's parents think of her ambition?

- *Tried to persuade her to study Law.*

5. What did Sahar do to improve her chances of achieving ambition?

- *Spoke to Careers Adviser – found out about the job.*
- *Chose a degree that related to her ambitions.*
- *Took an evening course at London College of Fashion (to 'learn the jargon' for interviews).*
- *Worked in Miss Selfridge at weekend.*

Discussion: (Some of these points will be developed in the next exercise)

1. Do you think going against her parents' wishes would have been hard for Sahar? Why do you think they would have preferred her to do Law?

- She says it was difficult, but she faced up to the issue and talked to her parents and gave reasons for her choice. She had obviously prepared for the discussion, going through things in her own mind.
- Raise the issue that certain jobs/professions seem to have a *perceived* higher status and also are also well known. Not many people are aware of retail buyers, for example (role of media in this perception?).
- Is being a lawyer or a retail buyer a higher aspiration? Surely it depends on who you are and where you will be able to fulfil your potential?
- This is a central point; **aspiration is different for everyone**. Some might argue that high aspiration for Sahar would be to aspire to become a lawyer, but is it better to become a lawyer, with its perceived higher status, or do a job in which she can thrive?
- Is job status a barrier to achieving one's ambition? Yes, can definitely be a barrier. Sometimes the perception we have of a job and what it could *give* to us (eg pay, social standing, kudos) can blind us to consideration of what it is about us that we can *bring* to a job. The achieving of ambitions is grounded in a sense of who we are, what we are good at, and what might drive us to success.

2. What can you learn from doing a part-time job?

- It is possible to learn in *any* job you have (develop employability skills, knowledge of the area etc) and of course any job can demonstrate your enthusiasm to learn and work. Sahar ended up working for Arcadia, after working as a Saturday job at Miss Selfridge! Was that a coincidence?

3. What would have happened had she not watched the fashion show? What does this tell you about the need for career exploration?

- Emphasise how Sahar is very lucky to have found a job she has found so much fulfilment in.
- For many it requires a lot of career exploration, together with self-reflection.

<p>It is not enough to simply have an ambition, this needs to be backed up by action.</p>	<p>It's important to have a dream job, if you hope enough it will happen.</p>
<p>It is important to focus on your GCSEs and not worry too much about what to do after you are 16. Your GCSEs will always take you somewhere.</p>	<p>It is important to keep your options open and not allow yourself to get too focused on one career area.</p>
<p>It is important to take subjects which I enjoy.</p>	<p>It is important to take responsibility for yourself in your career planning.</p>
<p>Qualifications are crucial in achieving ones' aims.</p>	<p>You have to be assertive when making choices, regardless of what others think.</p>

It is important to value the skills and experiences employers will look for.

It is important to do research into the sorts of jobs that exist.

Aspiration is something which can drive you throughout your life, not just when you are young.

Listen and consider other peoples' advice, but be prepared to be assertive when making choices

It is essential to have a definite job aim before choosing what to go on to do after year 11.

Agree/Disagree cards – Teacher’s notes

1. “It is not enough to simply have an ambition, this needs to be backed up by action”. AGREE

This is one of the key points of the lesson. Sahar is a good example of how ambition will only be achieved if acted upon.

2. "It’s important to have a dream job, if you hope enough it will happen”. DISAGREE

Hoping alone will not achieve ambition. It is a competitive job market and employers are very clear about the experiences and qualifications they are looking for; they are not interested in fulfilling your dreams but in what you can bring to their business.

3. “It is important to focus on your GCSEs and not worry too much about what to do after you are 16. Your GCSEs will always take you somewhere”. DISAGREE

GCSEs are very important (and a requirement for many jobs and post-16 options). But without planning, the decisions you make next year could be very difficult. You are unable to keep all of your options open after year 11 (you will have to make a choice between several different pathways). Starting to think now about possibilities can only be a good thing – research in year 10 can help prevent worry and panic about a (rushed) decision next year.

4. “It is important to keep your options open and not allow yourself to get too focused on one career area”. Neither AGREE nor DISAGREE

It is always important to have a back-up plan, and also be aware that our ambitions can change (or through no fault of our own we might not be able to fulfil our ambitions - for example due to changes in job market or economy). So it can be a good thing to keep your options open as far as possible. But to have a plan we need to have a clear goal, so having a clear career goal can be motivating and guide decisions.

5. “It is important to take subjects which I enjoy”. Neither DISAGREE/AGREE

Choosing subjects you enjoy is an important factor. However, you also need to consider your next steps; what might you need for any future plans? You also may enjoy a subject at one level, but taking it at the next stage may be very different. You may enjoy a subject for a range of reasons: the teacher, other students in the class, topics covered. These reasons may not apply at the next level.

6. "It is important to take responsibility for yourself in your career planning". AGREE

This is your future and you have to take responsibility for it. Seek advice, listen to others, do research; but in the end you will take responsibility for the outcomes of your decisions.

7. "Qualifications are crucial in achieving ones' aims". AGREE

Qualifications are extremely important, but other things are crucial as well. Your experiences, and the skills and qualities you develop, are all important – so you need to think about them now.

8. "You have to be assertive when making choices, regardless of what others think".

Compare with 9.

9. "Listen and consider other peoples' advice, but be prepared to be assertive when making choices". AGREE

Being assertive is important but it is also important to involve and listen to others around you.

10. "It is important to value the skills and experiences employers will look for". AGREE

Employers are not interested in qualifications alone. It is important to show through evidence to an employer that you can do a job, for example through describing experiences you have had. Many employers are also looking for 'soft skills'; punctuality, being conscientious, taking the initiative, team work etc...

11. "Aspiration is something which can drive you throughout your life, not just when you are young". AGREE

Sahar now has the aspiration to set up her own business. Her ambition has changed and continues to drive her. Ambition is not a fixed point, it can change but continues to need to be put into practice.

12. "It is essential to have a definite job aim before choosing what to go on to do after year 11". Neither/DISAGREE or AGREE

It is essential to have a definite job aim if you decide to do an apprenticeship, as you will be training to do a specific job (although of course this can lead onto something else later on...). Similarly some college courses are closely linked to particular job areas. So for some people this is true.

13. "It is important to do research into the sorts of jobs that exist".
AGREE

It is essential that you are aware of the range of jobs are available. Many people just consider jobs their family and friends do, and so have a very limited idea of opportunities.