



## Lesson plan for relationships and sex education

Vocabulary used and taught in this lesson

Achievement Aspirations Building self-esteem Diversity Growth Mindset Talents

### Introduction

Begin with a quick game: stand up and cross the circle to change places if:

- You are wearing black socks
- You can play a musical instrument
- You wear glasses
- Your shoes have laces
- You have improved your skill at something since you were in year 4
- You can speak more than one language
- You have learned a new skill in the last year
- You have ever been given a medal, trophy or certificate

Comment on any interesting factors, e.g. Did you notice that only ... people crossed the circle to say they could play a musical instrument?

- Have you ever wondered what it would be like if everyone was the same?
- What problems can you imagine in such a world?
- Where do our different strengths or skills come from? [Brain, inherited genetic strengths, practice, determination, interest etc.]
- Everyone has skills but are they all the same?
- What kinds of skills can people show? [Linguistic, logical, practical/physical, visual/spatial, musical, interpersonal, intrapersonal, naturalistic].

In the story '*Hetty Feather*' by Jacqueline Wilson, the main character, Hetty, dreams of running away to join a circus.

There are many acts at the circus, can you name any?

List the different acts the pupils come up with. [clowns, acrobats, animal trainers, jugglers, tight-rope walker] .

For the circus to succeed, people will need to have other roles when the circus isn't putting on a show. People will need versatility and flexibility. Everyone has more than one talent or skill, although they may have particular strengths.

Hetty is particularly interested in becoming a horse rider who can perform gymnastic moves as entertainment for the visitors to the circus.

If Hetty joined the circus, what skills would she need to demonstrate?

Draw out that she would need to be talented/skilled physically, to be able to balance on moving horses and to carry out the gymnastic movements.

Would she need to have any other skills to be useful to the circus troupe?

Draw out that she would probably need to have good interpersonal skills to work with the other circus members; be practical to help construct the circus and make outfits; be visually talented/skilled to put on the artists' make-up...

**NB - discuss, here, how talent is grown and that most skills comes from a person working hard at something, from practising it over and over again (e.g. sport skills or a musical instrument) and that sticking at something (persevering) is as important, possibly more important, than having a natural talent, in growing that skill. People who work in a circus have often spent many years practising and perfecting their skills. Most success comes from a lot of practise, rather than having a 'natural talent'. (This links to the Growth Mindset theory).**

### Activity

## Match the roles and skills

Working in pairs or small groups, give the children *Match the roles and skills* Activity sheet. The 'job descriptions' and 'job titles' that have become 'muddled up'. Ask them to work to match the different jobs and descriptions.

Ask the children to feedback their ideas.

If they were going to be given a job at the circus, which job would most closely match their own personal skills? In pairs they should discuss which they think they would be suited to.

Around the class place cards with the roles. Children should move to stand by their job.

Alternatively, the children could act out a part of their job for the others to guess.

Are there some skills that are needed for a wide range of jobs?

Ask what other things might influence a person's interest in a particular career and draw out the following:

- pay
- working conditions
- location
- whether shift-work is involved
- whether the work is solitary or team-based
- length of time needed to gain the necessary qualifications

### Plenary

Draw out the fact that the pupils already have many skills. If someone had a dream job that they want to do in the future, is it possible to develop skills to increase their chance of achieving this?

What kind of mental attitude would help make their dream more likely to become a reality?  
Draw out that determination, commitment, patience, resilience will most likely be needed and that setbacks need to be viewed positively.

## Extension (optional)

Choose a well-known person and list their skills, identifying how they helped the person be successful.

Learning outcomes:

Children will be able to:

- Identify their own strengths and talents;
- Identify areas that need improvement and describe strategies for achieving those improvements.