

# Session 1A: Aspirations – teacher-led

Aim	<ul style="list-style-type: none"> <li>To introduce the 'Circle of Life' award</li> </ul>	
Objectives	<ul style="list-style-type: none"> <li>For the students to get to know their team/s</li> <li>To ensure that students are aware of the expectations: commitment to the project and the goal to achieve an award.</li> <li>To begin planning ideas for the project</li> </ul>	
Key vocabulary	Community. Social Action. Aspiration. Leadership.	
Resources needed	<p>The students will need from their Session 1A student pack:</p> <ul style="list-style-type: none"> <li>The 'Circle of Life' – My Achievements</li> <li>Will it work?</li> <li>OPTIONAL: a camera. The students might want to start taking pictures of the group, which will form part of the collection of evidence for the 'Circle of Life' award</li> </ul> <p>You will need:</p> <ul style="list-style-type: none"> <li>PDF Presentation - The Circle of Life 1A. Use the thumbnail images of the presentation below as a guide on when to use the presentation.</li> <li>Large sheets of paper</li> <li>A variety of coloured marker pens – at least one for every member of the group</li> <li>Access to the internet to play the cast video</li> </ul>	 
	<p><b><i>In this session today we will:</i></b></p> <ol style="list-style-type: none"> <li><i>Get an overview of what the 'Circle of Life' award is about</i></li> <li><i>Watch a member of The Lion King company talk about the 'Circle of Life' project</i></li> <li><i>Gather ideas for the project and begin to structure how this might happen.</i></li> </ol> <p><b><i>This is the overall plan:</i></b></p> <ul style="list-style-type: none"> <li><i>Your commitment is that you attend 6 sessions. I will lead 3 sessions and you will lead the other 3 sessions, with me here to help.</i></li> <li><i>You will then plan and deliver a project in the community. More detail on</i></li> </ul>	 



	<p>in 'Social Action': Social action can be defined as 'practical action in the service of others'.</p> <ul style="list-style-type: none"> <li>• The actual project will take place after the 6 sessions and I will continue to support you throughout.</li> <li>• Through taking part in this project you will develop skills such as problem solving, communication and teamwork. These are all important skills to be able to include on future application forms like CVs.</li> </ul> <p>At the end of the project we will complete an online form with information about the project in order to achieve the 'Circle of Life' award.</p>	
<p>Teaching focus: 10 mins</p> <p>Introduce the document 'Will it work?' from the students' packs. The students should consider the questions on this sheet, with a view to filling it in during session 1B.</p>	<p>Topics for Discussion</p> <p><i>The Lion King begins with a song the 'Circle of Life'. This song in effect summarises the values of the play, suggesting that integrity is key to a fulfilling life and that we are all connected and our existence lies in a delicate balance depending on our relationship with others.</i></p> <p>Lead a discussion on the following themes and topics.</p> <ul style="list-style-type: none"> <li>• You may want to divide the class into small groups or pairs to discuss and feed back/present to the full group.</li> <li>• Remind the class that they might want to refer to these topics when filling in the 'My Achievements' worksheet in the student pack for session 1A.</li> </ul> <p><b>Change in the community</b> <i>There are different ways to define community. Will this project focus just on your school community or will it focus on the local area? Will the project focus on a specific group/age group or will it be open to all?</i></p> <p><b>Innovation and the use of initiative</b> <i>Be innovative. Don't be afraid to think outside the box, perhaps you will find a new solution to a long-term problem.</i></p>	



**Responsibility**

*Be bold but act responsibly. You have a responsibility to your team and the community you are hoping to serve.*

**Collaboration**

*Recognise each other's strengths; support each other's weaknesses and keep teamwork at the core of all you do.*

**Leadership**

*Everyone can be a leader in their own way. We'll talk more about this in session 2.*

**Enthusiasm**

*You're here at this session today and enthusiastic!*

**Organisation and structure**

*This is likely to be the most demanding aspect of your projects. Working with motivated people who all have an abundance of ideas can be a challenge. Again, there will be guidance on how to make sure your organisation is spot on.*

**Feeling of belonging**

*Your project should promote a feeling of belonging in your local community.*

**Lion-heartedness**

*You will need to demonstrate resilience and determination in order to fulfil this project.*

**Impact on others**

*You'll undoubtedly have an impact on each other. But what impact will you have on individuals in the community as you undertake your project? You'll need to take pictures and/or write up quotes to demonstrate what you achieve.*

**Flexibility**

*You'll need to demonstrate a willingness to prioritise and adjust your plans when necessary.*

**Enduring impact**

*Will this project have a long-lasting impact? What can you do to make sure this happens and your 'Circle of Life' project is sustainable?*



<p>Intro 5 mins</p>	<p><i>Let's have a look at what the actor who plays Simba has to say about the 'Circle of Life'.</i> Show the clip of the actor who plays Simba discussing the qualities and challenges Simba faced and the processes he went through to lead his community.</p>	
<p>Activity</p>	<p><b>What aspirations do you have for your community?</b> Encourage the students to come up with as many aspirations as they can. In doing so they will find that they discuss social issues that are faced by their community. Students should be encouraged to have ambitious, wide-ranging ideas. Though it might be tempting to curtail those aspirations with practicalities, resist at this stage.</p>	
<p>15 mins</p>	<p>Once some aspirations have been outlined, each one should be written on a large sheet of paper which can then be placed on tables around the room. Encourage students to move around the tables adding suggestions and ideas for projects that would fulfil these aspirations. You could take photos of their ideas.</p>	
<p>5 mins</p>	<p>Lead feedback. Allow the ideas to flow as the students have been asked to share how they hope to achieve their aspirations for their community. List all the ideas together so that they are all in one place and students can begin to take stock of which of their ideas may be turned into viable projects.</p>	
<p>Focus 10 mins</p>	<p>These final ten mins of the session are preparing the students for reflection in their own time, but most importantly setting them up to make use of the next student-led session (Session 1B). In that, they will be deciding on their project(s).</p> <p><i>Can you turn your aspiration into a 'Circle of Life' project? When you return for the next teacher-led session you will have identified your project, and you will be working with your team to complete the 'Will it work?' hand-out to look at the viability of your project.</i></p>	



<p>Focus 10 mins</p>	<p>Use 'Circle of Life' student 'My Achievements' sheet at this point. Reinforce dates and expectations.</p>	
<p>Plenary 5 Mins</p>	<ul style="list-style-type: none"> <li>• Ask the students to reflect on their ideas and, through discussion, work towards identifying how their aspirations can match up with their abilities and the needs of their locality.</li> <li>• Ask the students to look at and consider the 'Will it work?' hand-out so that they can complete it together in the next session.</li> </ul>	 

