

INSPIRING

Global Citizens in the Making

PURPOSE

INSPIRING
Global Citizens in the Making
PURPOSE

SUSTAINABLE FUTURES

In partnership with:

Cardinal Welfare
Project WE
#iwill

PUPIL NAME _____

Inspiring Purpose is a project of Cardinal Education Scotland Ltd registered charity in Scotland No. SC042092

Character Strengths Grid:

Self-reflection: Near Character Strengths	Open-minded	Caring	Organized	Enthusiastic	Honest	Committed
Curious	Critical Thinking	Kind	Principled	Disciplined	Appreciative	Responsible
Love of Learning	Gratitude	Transparency	Self-Disciplined	Self-Regulation	Forgiving	Resilient
Openness	Teamwork	Trustworthy	Resilient	Self-Disciplined	Forgiving	Resilient
Love of Learning	Gratitude	Transparency	Self-Disciplined	Self-Regulation	Forgiving	Resilient

Save the Planet - Sir David Attenborough:

SAVE THE PLANET

"Progress is impossible without change, and those who cannot change their minds cannot change anything." - George Bernard Shaw

Change for the Future:

CHANGE FOR THE FUTURE

By utilizing my creativity and enthusiasm I hope to draw from my inspirational quote and focus on changing people's mindsets towards the significance of day-to-day adjustments we can make to our throw away culture. I will start the social movement in my local community and create a brand and web platform that gives inspiration and support to people who want to learn more about doing their bit.

SUSTAINABLE FUTURES 

TEACHER RESOURCE

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INTRODUCTION

Welcome to the Teacher Resource Manual for **Inspiring Purpose: Global Citizens in the Making - Sustainable Futures**. Whether you are new to Inspiring Purpose or have used a previous version, this Teacher Resource Manual has something for you. If this is your first time using Inspiring Purpose, we encourage you to begin by reviewing the poster template and the pupil resources available on the website at www.gcim.inspiringpurpose.org.uk.

THE AIM OF THE TEACHER RESOURCE MANUAL

This manual is designed to provide you with suggestions for implementing Inspiring Purpose and includes recommended activities for each of the poster sections. To get the best outcomes from the programme it is important to lay the groundwork that prepares pupils to complete the poster. This will include having pupils engage in several activities that encourage personal exploration. You may choose to use all of the activities in this Manual, you may choose to select a few of the suggested activities, you may choose to develop your own activities, or you may do a combination of these. We hope you will find this Manual helpful as you work with your pupils to explore character and purpose.

WHY ARE ADDITIONAL ACTIVITIES IMPORTANT?

Research suggests that using activities to enrich a lesson enhances the way in which pupils experience the programme. It is our strong recommendation that teachers use the following activities or activities of their own. The resources are editable and can be modified to meet the needs of your class or demands of your curriculum area.

GUIDANCE ON CLASS DISCUSSION

Class discussion is recommended throughout this manual. The following sequence of steps outlines how to prepare for, engage in and follow-up with a class discussion:

1. PRE-DISCUSSION PREPARATION

Choose one of the suggested questions or create a question of your own. Here is an example of suggested questions for a class discussion related to Character Attributes.

- What does it mean to be caring?
[Please note: You can replace 'caring' with any other qualities or attributes you wish to discuss.]
- Can you think of a time when you were caring or showed care for someone or something?
[Please note: You can replace 'caring' with any quality or attribute you wish to discuss.]

2. PRE-ACTIVITY

Write the question you chose on the board. Ask pupils to take 2 minutes to write their response to the question.

3. DISCUSSION

Engage pupils in a discussion around the question. Ask pupils to state their perceptions and offer examples or evidence to support their claims.

A possible response might be, *"I think a person is caring when they help someone who seems to be in need because this shows that they are concerned about the welfare of the other individual."*

4. POST-ACTIVITY

Ask pupils to articulate, in writing, if they still agree with the answer they wrote during the pre-activity or if they have a new understanding of the meaning based on what they heard during the discussion.

Example: Ask pupils, 'Has your understanding of the meaning of caring stayed the same or did it change? Please explain.'

GETTING STARTED

Tell pupils: *“The Inspiring Purpose programme is about taking the time to reflect on yourself, who and what inspires you, the type of person you want to become and how you can make a positive change towards a sustainable future. Sometimes, it can be really difficult to get started, so we have a few activities to get you thinking!”*

ACTIVITY 1.1 – “THE SCIENCE OF CHARACTER” VIDEO

Show pupils the film “The Science of Character,” which can be found: www.youtube.com/watch?v=icLLkw9pWc0.

You might choose to view this in class or assign it for homework. After pupils have viewed the film, ask them to complete the phrase “I want to be...” which appears at the end of the film. Then, ask pupils to elaborate on their phrase in more detail.

ACTIVITY 1.2 – CLASS DISCUSSION

Once pupils have viewed the film “The Science of Character” as a group or at home, engage them in a discussion around one (or both) of the following questions posed in the video:

Question 1: “The video talks about character strengths that can be game changers. What are strengths that you consider game changers?” For you? For others?

Question 2: “If you could be a better version of yourself, who do you want to be?”

ACTIVITY 1.3 – CHARACTER STRENGTHS SURVEY

Ask pupils to complete the free VIA Youth Survey, which can be found at: scotland.pro.viasurvey.org/character-survey. The survey only measures strengths, not weaknesses, so you can see what characteristics make each pupil shine!

- The survey takes about 20 minutes.
- All of your pupils will need an email address to register. Make sure they select the VIA Youth Survey since there is also an adult version.

The VIA Survey asks pupils to rate 96 fun, exploratory questions, such as: “I am usually full of energy” and “I enjoy creating things that are new and different” on a 1-5 scale. They will then find out which character strengths make them feel alive and engaged; you can find descriptions of each strength on the ‘Via Classification of Character Strengths’ which can be found at: www.viacharacter.org/www/Character-Strengths/VIA-Classification. This is powerful knowledge to have at your fingertips! It helps pupils complete the values section of the poster and has a direct link to ‘The Science of Character’ Film. (See Getting Started: Activity 1: “The Science of Character” Video.)

ACTIVITY 1.4 – EXPLORING YOU! WORKSHEET

After you have completed the first three Getting Started activities, distribute the **Getting Started: Exploring You! Worksheet** (which can be found on page 7). Ask pupils to work on their own, with their friends or with their parents to complete each of the question sets on the worksheet. Ask pupils to record their responses on a separate sheet of paper.

There are three options for how this activity could be implemented:

1. Ask pupils to complete all of the questions on the worksheet.
2. Ask pupils to select 1 or 2 of the question sets from the worksheet.
3. The teacher selects 1 or 2 question sets for pupils to complete. If you are creating a lesson with a particular objective in mind, this could help guide the question sets you select.
4. Hybrid: The teacher

WORKSHEET

GETTING STARTED: EXPLORING YOU!

1. What do you do in your spare time? What are your hobbies and interests? What do you love doing? Watching? Playing?
2. Do you like to be alone or with other people – do you like to be outdoors? Do you like to have some alone time where you concentrate, e.g., computer games? Do you like reading? THINK – why do you like doing the things you do and what does that say about you?
3. What is your favourite film of all time? Who was your favourite character in it and why did you like them?
4. Who is your favourite band or singer? Why do you like them? What's your favourite song and why do you like the lyrics?
5. Have you got a family member or friend who inspires you? Why? What is it about them that inspires you?
6. What are you good at? Ask a friend or a teacher or someone at home! Are you funny? Friendly? Caring? Easy going? Reliable? Hard working? Brave?
7. What's your favourite subject(s) in school and why do you like it / them? Why are you good at it? What would the teacher of the subject say about you?
8. What do you want to do when you leave school? Why do you want to do this?

POSTER SECTION 1

SELF-REFLECTION: YOUR CHARACTER

The first section of the poster captures the character attributes around which Inspiring Purpose is centred. Each of these goals are categorized within the four capacities of the Curriculum for Excellence and four character domains:

1. INTELLECTUAL CHARACTER> SUCCESSFUL LEARNERS
2. PERFORMANCE CHARACTER>CONFIDENT INDIVIDUALS
3. MORAL CHARACTER>RESPONSIBLE CITIZENS
4. CIVIC CHARACTER>EFFECTIVE CONTRIBUTORS

The goal is to help pupils make a personal connection with the desired outcomes of the Curriculum for Excellence whilst teaching them the significance of each of the domains of character and the corresponding values and qualities; asking pupils to consider how these may or may not resonate with their current selves.

Consistent teacher feedback has told us that this section of the poster – asking pupils to select and articulate their strengths and weaknesses - can be challenging and time consuming. The following activities can help pupils understand the meaning of each value and quality in context.

ACTIVITY 2.1 – VALUES AND QUALITIES WORKSHEET

Distribute the [Values and Qualities Worksheet](#) (which can be found on page 14). Ask the pupils to rank each character attribute in each of the four domains of character from 1-7 with 1 being the thing that they believe they do best and 7 being the thing that they believe they most need to work on. You may wish to distribute this worksheet and do this activity on its own or before and/or after any of the following activities.

ACTIVITY 2.2 – GETTING TO KNOW THE FOUR CAPACITIES / DOMAINS OF CHARACTER

Create a visual representation of the four domains of character to post in your classroom. Put the name of the domain and its definition on a rectangular-shaped sheet of paper. Put the names of the character attributes listed for that domain on separate pieces of paper. Tape the name of each domain to a wall in your classroom and the respective character attributes underneath each domain. You can also turn this into an activity where students prepare the sheets of paper and then try to categorise the words by domain. You can reorder any words that they put under the wrong domain.

INTELLECTUAL CHARACTER

www.gcim.inspiringpurpose.org.uk/intellectual-character-successful-learners

By understanding and developing our Intellectual Character we can become Successful Learners. Example character attributes are: **OPEN-MINDED, CREATIVE, THOROUGH, CRITICAL, CURIOUS, MOTIVATED** and **INCISIVE**. These are the qualities that help us be more creative and open-minded as well as working hard in a motivated way. This helps us become a better learner.

PERFORMANCE CHARACTER

www.gcim.inspiringpurpose.org.uk/performance-character-confident-individuals

By understanding and developing our Performance Character we can become Confident Individuals. Example character attributes are: **ENTHUSIASTIC, ORGANISED, HARD-WORKING, DETERMINED, RESILIENT** and **SELF-DISCIPLINED**. These are the qualities that help us believe in ourselves so that we can realize our full potential in school, activities out of school and our relationships with other people. This helps us stand up for important principles and work hard in the face of challenges.

MORAL CHARACTER

www.gcim.inspiringpurpose.org.uk/moral-character-responsible-citizens

By understanding and developing our Moral Character we can become Responsible Citizens. Example character attributes are: **APPRECIATIVE, CARING, KIND, FORGIVING, TRUSTWORTHY, SELFLESS** and **HONEST**. These are the qualities that help us learn how to do and say the right thing in different situations. This helps us to be a thoughtful, kind and caring friend and family member.

CIVIC CHARACTER

www.gcim.inspiringpurpose.org.uk/civic-character-effective-contributors

By understanding and developing our Civic Character we can become Effective Contributors. Example character attributes are: **CO-OPERATIVE, RESPECTFUL, ENTERPRISING, GENEROUS, PRINCIPLED, COMMITTED** and **RESPONSIBLE**. These are the qualities that can help us become active and positively engaged citizens. This helps us be co-operative team players who are committed to making a difference in our communities and the world.

Explain to students that each of these domains contains a set of character attributes. If you posted these on the wall of your classroom, direct students' attention to the visual representation of the Four Domains of Character and their corresponding character attributes. If you asked students to organize the character attributes for each domain, ask them to revisit the groupings and recategorize anything that may have been grouped within the wrong domain. If you did not post these on the wall, make sure to mention the character attributes for the domain you are introducing.

ACTIVITY 2.3 – BE A WORD DETECTIVE!

Distribute the **Be a Word Detective! Worksheet**, (which can be found on page 13).

Students can:

1. Complete a separate worksheet for each of the values and qualities within each of the domains.
2. Be assigned a specific domain and work individually or in groups to complete a separate worksheet for each of the character attributes within that domain.
3. Be assigned particular character attributes within a domain and work individually or in groups to complete a separate worksheet for each of the character attributes within that domain. If you elect to focus on specific character attributes, consider the words that might be most difficult or confusing, such as the difference between 'empathetic' and 'sympathetic.' Pupils can create a booklet from the worksheets they complete or they can post worksheets with more difficult words, such as 'empathetic' and 'sympathetic,' on the wall.

ACTIVITY 2.4 – CLASS DISCUSSION

Using the class discussion model (outlined in the introduction section of this manual), engage pupils in a class discussion using one or more of the following discussion questions:

1. What does it mean to be caring? [Please note: You can replace 'caring' with any other qualities or attributes you wish to discuss.]
2. Can you think of a time when you were caring or showed care for someone or something? [Please note: You can replace 'caring' with any quality or attribute you wish to discuss.]
3. You may also wish to use a question of your own.

ACTIVITY 2.5 – EXPRESSING VALUES IN IMAGES

Ask pupils to choose one (or more) of the character attributes from the first panel of the poster. Then, invite pupils to identify examples from newspapers, magazines, books or the Internet that represent (each of) the attribute(s) they chose. For example, pupils might find a picture in a magazine or newspaper of a person feeding an animal to express caring. Then, ask pupils to cut out, photocopy or print the images and compile them as a collage on a poster, a 'flip book' made out of fastened pages or any other creative form of presentation. You may also wish to ask pupils to write an accompanying narrative that explains how each image represents the character attribute they chose.

ACTIVITY 2.6 – IDENTIFYING AND WRITING ABOUT CHARACTER ATTRIBUTES IN LITERATURE

Distribute an excerpt from a text to the class. This text can be anything that you are currently using with your pupils. You may also wish to work with another teacher, such as an English teacher, to select a text that pupils are using. Remind pupils of the character attributes of the four character domains that they defined in **Be a Word Detective!** Next, ask them to read the excerpt and identify the character attributes of one of the characters. Then, ask pupils to record their answers to the following questions: **'Which character attribute did you identify? How would you define that character attribute? What made you choose that character attribute? How does the character exemplify that attribute?'**

ACTIVITY 2.7 – IDENTIFYING AND TALKING ABOUT CHARACTER ATTRIBUTES IN LITERATURE

Distribute an excerpt from a text to the class. This text can be anything that you are currently using with your pupils. You may also wish to work with another teacher, such as an English teacher, to select a text that pupils are using. Remind pupils of the values and qualities of the four character domains that they defined in **Be a Word Detective!** Next, ask them to read the excerpt and identify the character attribute of one of the characters.

Engage pupils in a discussion by asking, ‘Which character attributes did you identify? How would you define that character attribute? What made you choose that character attribute? How does the character exemplify that attribute?’ You may wish to ask pupils to write the answers to these questions before or in lieu of a discussion. This activity can also be done in small groups. Each group can be given a different excerpt. After discussing the aforementioned questions, each group can share its answers with the entire class.

Following is an excerpt from **The Grimm’s Fairy Tale ‘Old Sultan’** followed by an example of how pupils might respond to the question prompts.

“A shepherd had a faithful dog, called Sultan, who was grown very old, and had lost all his teeth. And one day when the shepherd and his wife were standing together before the house the shepherd said, ‘I will shoot old Sultan tomorrow morning, for he is of no use now.’ But his wife said, ‘Pray let the poor faithful creature live; he has served us well a great many years, and we ought to give him a livelihood for the rest of his days.’ ‘But what can we do with him?’ said the shepherd, ‘he has not a tooth in his head, and the thieves don’t care for him at all; to be sure he has served us, but then he did it to earn his livelihood; tomorrow shall be his last day, depend upon it.’

Sample response: The character attribute I identified is kindness. I chose that attribute because the shepherd’s wife says, ‘Pray let the poor faithful creature live; he has served us well a great many years, and we ought to give him a livelihood for the rest of his days.’ She exemplifies the character attribute of kindness because she wants to save the dog and make sure that he is taken care of the rest of his life.”

There are several public domain texts that can be accessed through the Internet:

www.pubwire.com/DownloadDocs/AFABLES.PDF

www.world-english.org/stories.htm

www.ancienthistory.about.com/od/greekliterature/a/aesopcontents.htm

www.feedbooks.com/books?category=FBFIC029000&ord=desc&type=History

www.goodreads.com/list/tag/public-domain

www.public-domain-poetry.com/topauthors.php

www.abovetopsecret.com/forum/thread435830/pg1

COMPLETING THE SELF-REFLECTION SECTION OF THE POSTER

Ask pupils to think about the activity or activities they completed around character attributes and thoughtfully consider their understanding of the character attributes listed on the first panel. You may wish to share with pupil's examples from previously completed posters before they draft their answers which you can find in steps 1, 2, 3 and 4 of the on-line pupil guide (www.gcim.inspiringpurpose.org.uk/pupils).

1. Ask pupils to look at the character attributes in the boxes and think about which ones they are good at and which ones they need to work on.
2. Ask pupils to select a character attribute, write a short statement in the middle box to explain the character attribute that best describes them and how they display it in everyday life.
3. In the right hand box, ask the pupils to identify and explain which character attribute they have chosen as their weakest and why they think they need to work on it and how they can do this.

WORKSHEET

BE A WORD DETECTIVE!

Detective's Name:

Character Attribute:

Domain of Character:

Definition of the word:

A clue to help me remember what the word means:

A sentence using the word:

A picture that will remind me of what this word means to me:

WORKSHEET

VALUES & QUALITIES

YOUR CHARACTER ATTRIBUTES

For each character domain, on a scale from 1 to 7, rank each attribute with 1 being the thing that you believe you do best and 7 being the thing that you believe you most need to work on. Please make sure to give each character attribute a different number:

INTELLECTUAL CHARACTER > SUCCESSFUL LEARNERS

- **OPEN-MINDED** I listen carefully to new ideas even if I disagree with them.
- **CREATIVE** I have lots of new or unusual ideas that make a positive contribution to my life & others.
- **THOROUGH** I can complete tasks with great care and completeness with regard to every detail.
- **CRITICAL** I always give my honest opinion on things and try to be constructive with my feedback.
- **CURIOUS** I like to find out about new things.
- **MOTIVATED** I always want to complete tasks, even when they're at their toughest.
- **INCISIVE** I am a clear-thinking and sharply focused individual.

Example: "I sometimes need to be more open-minded. Usually I think there's only one way to do things and I need to remember people have different ways of doing things and that's OK."

PERFORMANCE CHARACTER > CONFIDENT INDIVIDUALS

- **ENTHUSIASTIC** I feel positive and excited about working on this project.
- **ORGANISED** I can plan efficiently and clearly. I know what needs to be done and when to do it.
- **HARD-WORKING** I always try my best.
- **DETERMINED** I can complete any task when I put my mind to it.
- **RESILIENT** I can bounce back quickly when I fail at something the first-time round.
- **SELF-DISCIPLINED** I do things that are needed, even though I may not want to do them.

Example: "Hard-working - I always try my best in everything I do so that I can achieve the best outcome in any situation I am in."

MORAL CHARACTER > RESPONSIBLE CITIZENS

- **APPRECIATIVE** I take notice of the good things people do in life and make them aware of that.
- **CARING** I am kind and show concern for others.
- **KIND** I am a good natured and loving person.
- **FORGIVING** I don't hold a grudge if someone makes a mistake that affects me or others.
- **TRUSTWORTHY** I can be approached by others in confidence with any issues they are afraid to discuss with others.
- **SELFLESS** I put others needs and wishes before my own.
- **HONEST** I will always give my true feelings and opinions on everything.

Example: "I am good at being caring because whenever people are feeling sad and hurt, I will try my best to comfort them and make the feel better about themselves. I always take care of others and myself."

CIVIC CHARACTER > EFFECTIVE CONTRIBUTORS

- **CO-OPERATIVE** I am willing to assist others with anything they need or have difficulty with.
- **RESPECTFUL** I am polite and courteous to others.
- **ENTERPRISING** I am good at thinking and doing new and difficult things that haven't been done.
- **GENEROUS** I am willing to give more to the cause than is necessary.
- **PRINCIPLED** I always behave in the correct way and know right from wrong.
- **COMMITTED** I am willing to give my time and energy to a task until I complete it.
- **RESPONSIBLE** I can take control of situations and tasks, I can be held accountable for different duties and other people's care.

Example: "Purposeful - I think I'm not the most purposeful person in the world because I don't do anything that would help me in life after school. I mainly just play the RS4 and watch TV."

POSTER SECTION 2

ENDANGERED SPECIES OR SIGNIFICANT ENVIRONMENTAL ISSUE

Each of the following activities relates to current global issues that we are facing and allows pupils to reflect on how it affects them and why it is important to think about solutions as a global citizen.

ACTIVITY 3.1 – CLASS DISCUSSION

Ask the pupils to choose an **ENDANGERED SPECIES OR SIGNIFICANT ENVIRONMENTAL ISSUE**. Then, ask pupils, 'Why did you choose this animal or global issue' You may wish to engage pupils in a classroom discussion around this question using the model outlined in the introduction section of this manual. Other options include asking pupils to write their answers to the question in essay form or creating a visual representation of their response.

ACTIVITY 3.2 - GLOBAL NEWS

Using a national or local news paper (or digital alternative) choose a relevant article that relates to an **ENDANGERED SPECIES OR SIGNIFICANT ENVIRONMENTAL ISSUE** and talk to the class about the significance or knock on effect this may cause. This could be an issue effecting the local community or an issue on a global scale. Ask the pupils to break down a list of the knock on effects of this issue. Then ask them to think about ways this problem could have been avoided or how to best approach a solution. Ask them to write these down in a list.

COMPLETING THE ENDANGERED SPECIES OR SIGNIFICANT ENVIRONMENTAL ISSUE SECTION OF THE POSTER

You may wish to ask pupils to prepare a preliminary draft of their response before recording the information on the poster.

POSTER SECTION 3

WHO INSPIRES YOU AND WHY

The **INSPIRATIONAL FIGURE** section is an opportunity for pupils to identify a person, to whom they are not related, who inspires them or plays an influential role inspiring others to work towards a sustainable future. It is an opportunity for pupils to:

1. Articulate the reasons why they find the figure inspirational.
2. Become fluent with the character attributes they began exploring in the first panel.
3. Explore the character attributes of their selected inspirational figures and how they may relate to the character attributes the pupil selected as areas of personal strength or areas in need of improvement.

Whilst pupils are asked to select an inspirational figure to whom they are not related as the focus of their poster, preliminary research suggests that pupils may be more successful choosing an inspirational figure who is more distant or removed from their experience if they begin by considering those within their own lives who they find inspirational, such as a family member. With this research in mind, the following set of activities is designed to scaffold the pupil's journey toward choosing an inspirational figure for their poster by beginning with the impact of someone in their family, then moving successively to someone in their community and, ultimately, toward their selection of a more global figure.

ACTIVITY 4.1 - CLASS DISCUSSION

Using the class discussion model in the introduction section of this manual, engage pupils in a class discussion using one or more of the following discussion questions:

1. What does it mean to be inspired?
2. Who inspires you to do better? Is there a person or fictional character that you look up to and admire? Explain why you chose this person. Do they inspire others to work towards a sustainable future?
3. What makes someone a hero? What are some of the characteristics of a hero?

ACTIVITY 4.2 - INSPIRATIONAL FAMILY MEMBER

Ask pupils, 'Is there a family member who you find inspirational? Who is it? Explain what makes them inspirational.' Ask pupils to discuss their responses to these questions with a partner or to record their answers in their school exercise book.

ACTIVITY 4.3 - HOMETOWN HERO

Ask pupils to watch the news or look at local newspapers in order to identify an inspirational figure, such as a public figure or a hometown hero. Please note: human interest stories can be a helpful source for identifying a hometown hero. Ask pupils to explain why they chose this person as their inspirational figure.

ACTIVITY 4.4 – ‘PICTURE’ AN INSPIRATIONAL FIGURE

You may wish to engage pupils in a class discussion around a picture of a person that either you or a pupil provides using the discussion model in the introduction section of this manual. The person around which you focus the activity could be a local hero or a more global figure. Use the guiding question, ‘**What makes this person inspirational?**’

Using a visual image gives pupils who are visual a chance to participate. It can also present opportunities to address physical differences that can make people inspirational.

ACTIVITY 4.5 - EXPLORING AN INSPIRATIONAL FIGURE

Ask pupils to explore inspirational figures by using the Inspiring Purpose website www.gcim.inspiringpurpose.org.uk/who-inspires-you. Tell pupils:

‘Your inspirational figure could be anyone who inspires you or plays an influential role inspiring others to work towards a sustainable future, but we would like to ask you not to choose a family member. Some examples of inspirational figures are an environmentalist who has shown courage and determination; a political figure or speaker that shows integrity and a vision for a better world; a scientist who has done something to save humanity or created an invention and a Nobel Prize winner who has changed the world. There are many more examples and yours might be something completely different. These are just some examples to help you start thinking about it!’

You may wish to direct pupils to the Inspiring Purpose Pinterest account for other suggestions on who to choose.

[\(uk.pinterest.com/CharacterScot/\)](http://uk.pinterest.com/CharacterScot/)

ACTIVITY 4.6 – RESEARCHING AN INSPIRATIONAL FIGURE

Once pupils have explored, narrowed down and settled on an inspirational figure, ask pupils to conduct more in-depth research on the inspirational figure they’ve identified.

(Please note: The Inspiring Purpose on-line pupil guide:

www.gcim.inspiringpurpose.org.uk/who-inspires-you *has resources for researching inspirational figures.)*

As they conduct their research, ask pupils to consider the following questions:

1. Who is your inspirational figure?
2. Why do you find them inspiring?
3. Do they have ideals, values or characteristics that you would like to live up to?
4. Explain why you think they have achieved success.
5. Has their work helped inspire a sustainable future?

As they complete their research, you may wish you ask pupils to draft preliminary responses to these questions.

POSTER SECTION 4

INSPIRING QUOTES

Pupils will be required to include one or two quotes when they complete the **Who Inspires You and Why** section of the poster. The following activities are designed to help pupils understand what a quote is and how to connect them to the character attributes on the poster and, ultimately, their inspirational figure.

ACTIVITY 5.1 – WHAT IS A QUOTE?

What is a quote? This can be delivered as a direct-instruction lesson, or it can be the guiding question that is applied using the discussion model outlined in the introduction section of this manual.

ACTIVITY 5.2 – CONNECTING QUOTES TO CHARACTER ATTRIBUTES

Ask pupils to choose quotes from a story or text. Pupils can choose their own text, or you may wish to use a reading that you are working on as a class. Pupils can also choose quotes from the quote bank on the on-line Inspiring Purpose Pupil Guide: www.gcim.inspiringpurpose.org.uk/inspiring-quotes/. Ask pupils 'Why did you choose those quotes?' Then, ask pupils to explain how the quotes exemplify one or more of the character attributes listed on the poster.

ACTIVITY 5.3 – ATTACHING QUOTES TO THE FOUR CHARACTER DOMAINS

Using the **Character Quotes Worksheet** ask pupils to find quotes for each of the four character domains (Intellectual, Performance, Moral and Civic). Ask pupils to explain why they chose those examples and how the quotes exemplify the four character domains. Ask pupils to complete the worksheet by adding quotes for each domain.

ACTIVITY 5.4 - CONNECTING QUOTES TO A SUSTAINABLE FUTURE

Ask pupils to think about quotes that relate to their chosen endangered species or significant environmental issue, can these be tied in to the activities or inspiration of their inspirational figure?

WORKSHEET**CHARACTER QUOTES**
INTELLECTUAL CHARACTER

ATTRIBUTE	QUOTE(S)
OPEN-MINDED	
CREATIVE	
THOROUGH	
CRITICAL	
CURIOUS	
MOTIVATED	
INCISIVE	

WORKSHEET**CHARACTER QUOTES**
PERFORMANCE CHARACTER

ATTRIBUTE	QUOTE(S)
ENTHUSIASTIC	
ORGANISED	
HARD-WORKING	
DETERMINED	
RESILIENT	
SELF-DISCIPLINED	

WORKSHEET**CHARACTER QUOTES**
MORAL CHARACTER

ATTRIBUTE	QUOTE(S)
APPRECIATIVE	
CARING	
KIND	
FORGIVING	
TRUSTWORTHY	
SELFLESS	

WORKSHEET**CHARACTER QUOTES**
CIVIC CHARACTER

ATTRIBUTE	QUOTE(S)
CO-OPERATIVE	
RESPECTFUL	
ENTERPRISING	
GENEROUS	
PRINCIPLED	
COMMITTED	
RESPONSIBLE	

POSTER SECTION 5

PHOTO

This section of the poster provides an opportunity for pupils to use a photo that represents something important to them, allowing space to paste a photo and provide an explanation. Ideally the image would relate to their inspiration or chosen global issue. Pupils can choose a photo showing something that is wrong and needs changing or a photo demonstrating something they like or would like to see done.

ACTIVITY 6.1 - IMAGE SEARCH

In order to help pupils identify a significant image, ask them to think about anything they have seen recently that has resonated with them. Suggest they search online, if they can't think of anything.

Divide the pupils into small groups and ask them to share their photo's. Do these relate to their **ENVIRONMENTAL ISSUE** or **INSPIRATION**? You can find some examples here: www.gcim.inspiringpurpose.org.uk/portfolio-items/pupil-guide-step-eight

COMPLETING THE YOUR INSPIRATION SECTION OF THE POSTER

You may wish to ask pupils to prepare a preliminary draft of their response before recording the information on the poster.

POSTER SECTION 6

MY ASPIRATION

MY ASPIRATIONS is an opportunity for pupils to personalize their connections to profound themes, such as their contribution to the world and vision for a sustainable future. This is also an opportunity for pupils to connect the personal reflection they completed in first section of the poster, their research on an inspirational figure, and their own plans for the future. **MY ASPIRATIONS ACTIVITIES 1-3** can be done as whole class discussions using the discussion model outlined in the introduction section of this manual, small group discussions, with a partner, as a reflective writing activity or as a combination of these, such as write, pair, square, share.

ACTIVITY 7.1 - WAVE YOUR MAGIC WAND

Ask pupils to imagine that they've got a magic wand. Then, ask pupils, *'If you could use that magic wand, what do you see yourself doing or what would you do in your future life that would make the world a better place?'*

ACTIVITY 7.2 - IMAGINING YOUR FUTURE SELF

Ask pupils to imagine themselves in the future. Then, ask pupils, *'If you could do whatever you wanted to do or you could become whatever you wanted to become, what would it be?'*

ACTIVITY 7.3 - MAKING YOUR COMMUNITY A BETTER PLACE

Ask pupils, *'What can you personally do within your community to make it a better place?'* This opportunity to reflect will help ground their thinking in what they are actually capable of doing even as a young person.

ACTIVITY 7.4 - A SUSTAINABLE FUTURE

Tell pupils, *'After reflecting on who or what inspires you and your own character values, you can now think about your vision for a sustainable future. Don't rush – reflect first, and write from the heart!'* You may wish to ask pupils to prepare a preliminary draft of their response before recording the information on the poster.

COMPLETING THE MY ASPIRATIONS SECTION

Ask pupils to consider the responses they had to all the My Aspirations activities they completed as they prepare a preliminary draft of their response before recording the information on the poster. Remind students to think about their strengths, the areas that they wish to work on and how they see themselves making a contribution to a sustainable future.

After reflecting on who or what inspires you and your own character attributes, you can now think about your vision for a sustainable future. Don't rush – reflect first, and write from the heart! These questions should help you reflect so that you can answer each question well. Please record your answers on a separate sheet of paper.

A. WHAT DO YOU WANT TO ACHIEVE AND CONTRIBUTE IN YOUR LIFE?

- Looking back on your inspirational figure, do you want to be like them?
- Is there a particular job or person you look up to?
- How would you want your friends to describe you as a person?

B. WHAT ARE YOUR TOP KEY IDEAS AND PRIORITIES FOR A SUSTAINABLE FUTURE?

- What changes do you want to see to the world in the future?
- Are you passionate about climate change or animal rights or another global issue?
- Do you want to find a cure for a disease or end world poverty?
- This is about you, what difference do you want to see in your world?

D. HOW ARE YOU PERSONALLY PLANNING TO CONTRIBUTE TO A SUSTAINABLE FUTURE, PERHAPS IN YOUR OWN COMMUNITY?

- What will you personally do to bring this vision to life? What will you do to make a difference?
- Think about what you could start doing in the next few weeks that will help bring your vision to life. It doesn't need to be anything grand. What small things could you start doing now? What steps do you need to take to make your vision a reality?

WHAT NEXT?

Congratulations to all pupils who have completed an Inspiring Purpose poster! Inspiring Purpose aims to help young people discover who they are and who they could become. During the programme we hope that they have learned something about character, virtues and strengths, which have been used to define their purpose, goals and aspiration for a sustainable future.

What's next? We challenge them to take action on their vision as a **GLOBAL CITIZEN IN THE MAKING!** Below you will find details of our Partners; we believe that these are the organizations that can help young people bring their vision for a better world to life.

THE GARFIELD WESTON FOUNDATION was established in 1958 by Willard Garfield Weston, a Canadian businessman who arrived in the UK with his family in 1932. He was the creator of Associated British Foods and the Foundation was endowed with the donation of family-owned company shares. As a result, the Foundation is today the ultimate controller of the company. The trustees today are all lineal descendants of the founder and they remain committed to continuing the ethos that has made the Foundation one of the largest and most respected charitable institutions in the country. It gives them as much pleasure to help a small local community as a major national organisation and they are prepared to consider applications covering a wide range of charitable activity. www.garfieldweston.org

WE SCHOOLS supports schools to take that next step in action planning to discover local and global issues pupils are passionate about and give them the tools to help make a difference. www.freethechildren.co.uk/we-schools

YOUNG SCOT is the national youth information and citizenship charity. We provide young people, aged 11 - 26, with a mixture of information, ideas and incentives to help them become confident, informed and active citizens. young.scot
The Young Scot Rewards code for completing the Inspiring Purpose programme is: S7NHK6

PROJECT TRUST is a Gap Year charity who have been pioneering Gap Year placements in Africa, Asia and the Americas for young people aged 17-19 since 1967. They provide all volunteers with extensive training and support before, during and after their time overseas, to maximise both the educational value of their experience and the positive impact they have in their projects. www.projecttrust.org.uk

#IWILL is a UK-wide campaign helping more young people make a difference in their communities through social action that includes activities like campaigning, fundraising and volunteering. Youth social action has a double benefit – it helps build communities and develops character strengths and life skills in young people. www.iwill.org.uk

