

Pathways

First Year Unit 3: Goals and motivations

2024 materials



Attention teachers:

The Pathways units aim to encourage students from diverse backgrounds to think about their career choices, the career decision making process and particularly teaching as a desirable career.

These units are an initiative of the Path Project, which is funded by the Higher Education Authority (HEA), and based in the Institute of Education, Dublin City University (DCU).

There are 3 units for 1st Year students, each approximately 2 hours duration.

- Unit 1: Hidden skills and talents
- Unit 2: Strategies and styles
- Unit 3: Goals and motivations

Some important points about how the units work:

- The slides are classroom ready.
- It is important to show slides in presentation mode, as some activities depend on animation. Where there is animation on a slide, this is indicated in the slide notes.

- When the text in the slide notes is in italics, it is meant to be paraphrased or used without adaptation by the teacher with students; and when the text is not italicised, it is meant to be for the teacher only.
- There is very little preparation of materials required. Occasionally, and depending on your class, you might decide to photocopy worksheet slides in advance. In activities where this might be useful, you will be promoted in the slide notes.

As a participating teacher, you will be invited to respond to short surveys about the usefulness of the activities in these units. In addition, you will be asked to invite students to participate in the research (once parental consent has been provided). This will involve questionnaires and interviews/focus groups.

NB: Please remember to complete the short teacher survey as soon as possible after finishing Unit 3: <https://forms.gle/2Q3AfG3WLC1XHBh8A>

If you require any further information, please feel welcome to contact mary.odoherty@dcu.ie

[Thank you](#)

Unit 2: Strategies and Styles

Duration: Approx. 2 hours

Suggested learning intentions

We are learning to...

- identify our future career goals
- consider our intrinsic and extrinsic motivations and available supports
- make connections between our skills/talents, learning styles and future career goals
- reflect on what we learned in our 3 Pathways units

SLIDES	ACTIVITY	What will we be doing?
3		Introduction to the icons
4-5	1	Identifying what we want to do as a future job or profession Creating a magic symbol to represent our dreams for our future job or profession
6-7	2	Looking at the motivations that teachers have for doing their job Identifying the intrinsic and extrinsic motivations linked to our desired future job or profession
8	3	Discussing the connection between our skills/talents, learning styles and future careers/motivations
9	4	Planning a lesson outline based on something we learned in these units
10	5	Checking in with the learning intentions
11	Extension task	Finding out about interviews we could do with adults about their jobs

Wellbeing Indicators

- Connected
- Responsible
- Resilient
- Respected
- Aware

Key Skills

- Being literate
- Managing myself
- Staying well
- Managing information and thinking
- Being creative
- Working with others
- Communicating

Unit 3, Introduction

Hi, I'm Claire.
Nice to meet you!
I'm here to tell you that we use icons
(the small pictures below) in this unit.
These will help you to understand what
you will be doing during the different
activities.
Have fun (and learn lots)!



Individual work



Class
discussion



Group work



Reading



Pair work



Extension
activity

Unit 3, Activity 1



Teachers were once young people in school, just like you. Hard to believe, I know!
At some point, they looked into their future and thought “I want to be a teacher”.
When you look into your future, what do you see yourself doing?



I want

.....
.....
.....
.....
.....



Teacher notes (Two animations at *Click)

Read the text on the slide.

***Click to animate the ‘I want’ stem.**

In Unit 1, we identified immediate goals (Unit 1, Activity 4). Now, we are going to focus on our dreams or goals for our future job or profession.

The word ‘profession’ is used when you have to go to university and get a formal qualification to do this job. Teaching is an example of a profession. These days the qualification that young people in Ireland must get to become a teacher is either (1) a Post Graduate Masters in Education (PME), which takes two years and is done after an undergraduate degree (which may take 3-4 years depending on what is being studied), or (2) a Bachelors in Education (BEd) which usually takes 4 years and is the qualification for primary teachers or for secondary teachers with specific subjects, like Home Economics.

Depending on your class, you might wish to share details about your teaching qualification, where you went to university and something that you found particularly

interesting or enjoyable in your studies.

In your copy, write the words 'I want'.

***Click to animate the magic dust gif.**

Imagine you had a magic wand. When you wave the magic wand, any obstacles, real or imagined, to you getting this job or entering this profession just disappear.

Complete the 'I want' stem sentence.

Unit 3, Activity 1

Step One:

I want to be a teacher

I want to be a teacher

w n t t b t c h r

Step Two:

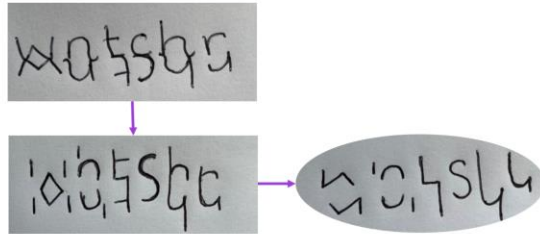
w n t t b t c h r

w n t b c h r

Step Three:

w n t b c h r

play with these letters, for example:



Teacher notes

Keeping with the theme of magic, we are going to create a Sigil or a magic picture that will stand for our desired future job or profession. This Sigil will be your personal future desired job or profession.

Let's look at an example of how to create a Sigil.

Step one is to identify all the vowels in your 'I want' stem sentence (vowels = a, e, i, o and u).

You can see that the vowels in the example on the slide are in purple.

You then re-write your sentence without vowels.

Step two is to identify where there is more than one of each consonant (non-vowel letters) in your 'I want' stem sentence.

In the example on the slide there are 3 letter t's. We are only keeping one 't' and will remove the other two in purple.

You then re-write your sentence without the duplicate consonants.

Step three is to take the remaining letters and play with them.

In the example on the slide, the letters were repeated below and in reverse, then the shapes that the letters coming together made helped to form the finished Sigil. The key is to keep playing with your design until you feel that it looks magic. Sometimes it helps to turn your page around and create your different versions. You might end up with something like the example of the slide, made up of lines and curves, or you might end up with a picture of a butterfly or an animal. It depends on what your letters suggest to you.

Invite students to display their completed Sigils.
If students are willing, they might share their original stem sentence.

Cut/tear your Sigil out so that it is on a smaller piece of paper. We will need this again shortly.

Don't forget to complete your Learning and Teaching Strategies Log for the Activity 2 (see Unit 2 for Learning and Teaching Strategies Log).

What motivated you to become a teacher?



I am from an area that teachers don't usually come from. I wanted to show students that they can achieve their dreams and reach their potential, despite where they are from.
Be proud of where you are from!



Teacher notes (3 animations at *Click)

Motivation is what causes people to start and continuing acting or behaving towards achieving or reaching a goal. Motivation is that reason why you want something in the first place and the thing that keeps you going even when things get tough or difficult.

People have different motivations for working to get a specific job or enter a specific profession.

Let's look at some of the things that teachers said when they were asked what motivated them to become teachers.

After each quote, stop and jot down anything that you think is worth noticing – it could be that you feel the same way or not, or it could be an idea or opinion that the teacher quote sparked in you.

***Click to animate in 3 consecutive teacher quotes.**

Discuss these quotes and anything you noticed with a partner.

Unit 3, Activity 2

Intrinsic motivation

Extrinsic motivation

the example given by their own inspiring teachers

wanting to help students

passion or interest in a subject

love of working with children and young people

WANTING TO HELP STUDENTS



Teacher notes

The quotes on the previous slide show that people are motivated to teach for different reasons:

- their passion or interest in a subject
- love of working with children and young people
- the example given by their own inspiring teachers
- wanting to help students

These are all intrinsic motivations, meaning they come from inside. The teachers get pleasure, enjoyment, personal development or growth from their job.

Can you think of any other intrinsic motivations for becoming a teacher?

Some motivation is extrinsic, meaning that you do something because of a reward (money, prize, praise, fame, power) or because you want to avoid a punishment.

Can you think of any extrinsic motivations for becoming a teacher?

Depending on your class, you might want to share your motivations for becoming a teacher, whether this was something that you always wanted to do or something that you came to after another career or line of work. Prompt your students to identify

whether your motivations were intrinsic or extrinsic or a mixture of both.

When teachers are asked what motivated them to become a teacher, they often mention intrinsic motivations only. Does this surprise you? Why/not?

Let's think about our own intrinsic/extrinsic motivations for our own future career goal now.

Take out your 'I want' magic Sigil again.

Orient a page in landscape.

Place your 'Sigil in the centre of the paper.

Divide the page in two – one side is for intrinsic motivations and the other is for extrinsic motivations.

Write or draw about your motivations, placing them on the intrinsic or extrinsic side of the page.

Talk to the person next to you if this will help you to complete this task.

Depending on your class, you might like to take feedback from a selection of students.

Which is more important – intrinsic or extrinsic motivation? Why?

Both types of motivation are important. But intrinsic motivation is especially important to get you started and keep you going when you meet challenges or when times get tough.

For example, anyone who wants to become a primary teacher or an Irish teacher in secondary school or a teacher of any subject in a Gaelcholaiste, needs to do higher level Gaeilge for their Leaving Certificate. Some people might find this challenging, but if they are sufficiently motivated then they will put in the effort to reach their goal, including, if needed, becoming informed about and accessing the help and support that is available.

Examples of support that are available for young people who are motivated to get a university qualification are the HEAR and DARE schemes.

Has anyone heard of these schemes?

HEAR is a support for school leavers under the age of 23 who come from lower income families, went to a school or come from a place that is considered disadvantaged.

Depending on your class, you might want to tell students whether their school/locality is considered disadvantaged.

Further information, including short videos, on the HEAR scheme are available here:

[HEAR - Access College](#)

DARE is a support for school leavers under the age of 23 who have one or more conditions or disabilities from a list that includes ADD or ADHD, Dyslexia, Dyspraxia and others, and can prove that this has had a negative impact on their secondary education.

Further information, including short videos, on the DARE scheme are available here:

[DARE - Access College](#)

Share any knowledge or experience you have had of students accessing either the HEAR or DARE schemes. Prompt anyone who wants to know more about HEAR or DARE schemes to talk to the school guidance counsellor.

Don't forget to complete your Learning and Teaching Strategies Log for the Activity 2 (see Unit 2 for Learning and Teaching Strategies Log).

Unit 2, Activity 3



Teacher notes (1 animation at *Click)

In Pathways Unit 1, we looked at our skills and talents and thought about how we could use these skills and talents to achieve a short-term goal.

In Pathways Unit 2, we looked at our learning styles.

Today we've been focusing on our career goals and our motivations where these goals are concerned.

Divide the class into small groups.

***Click to animate in group work discussion questions.**

Read through the questions on the slide.

Invite students to discuss these questions in their group.

Take feedback from a selection of groups.

Don't forget to complete your Learning and Teaching Strategies Log for the Activity 3 (see Unit 2 for Learning and Teaching Strategies Log).

Unit 2, Activity 4



This is what a group of 6-year-olds said when they were asked “What’s something you could teach a lesson on?”

- Rollercoasters
- Colours, shapes and anything green.
- Not being scared of the dentist.
- How to use an iPad.
- Pizza toppings.
- I could read to people who can’t.
- Things that float.
- Slime and pasta.
- Spelling.

Drawing on your learning from the Pathways activities, what’s something you could now teach a short lesson on?

Teacher notes (1 animation at *Click)

Ask for volunteers to read the text on the slide aloud.

Everyone has something that is worth sharing or educating someone else about.

Divide the class into pairs.

What were the standout activities for you in the 3 Pathways units?

Depending on your class, you might have to prompt student’s memories, for example:

- *In Unit 1, we looked at the skills and talents of young people who made it into the Guinness Book of Records and we identified our own skills and talents, shared these in small groups and linked them to the key skills of junior cycle.*
- *In Unit 2, we ranked different learning and teaching strategies, looked at the learning pyramid, and did a quiz to identify whether we were visual, auditory or kinaesthetic learners.*
- *In Unit 3, we have created a Sigil based on the future careers we want, and looked at the motivations and supports that will help us to achieve these careers.*

***Click to animate a pair work question.**

Invite students to consider not just what they would teach (content, skills), but also how they would teach this, keeping the range of learning styles in the classroom in mind.


Ask a selection of pairs to present their lesson outline.

Don't forget to complete your Learning and Teaching Strategies Log for the Activity 3 (see Unit 2 for Learning and Teaching Strategies Log).

Unit 2, Checking in with the learning intentions



Hello again!
How did you get on with Unit 3?

Did you learn to...? 

- identify our future career goals
- consider our intrinsic and extrinsic motivations and available supports
- make connections between our skills/talents, learning styles and future career goals
- reflect on what we learned in our 3 Pathways units

Teacher notes

Read each learning intention aloud.

Ask students to give you a thumbs up if they feel they have achieved the learning intention, a thumbs down if they still need some support and a fist if they are unsure.

Unit 2, Extension activity



Here's an idea for you.

Interview 1+ adults about their job...a family member, family friend or someone who has a job that you think you would like.

You could ask:

- What motivated you to go for this job?
- What did you have to do (study, training etc.) to get this job?
- What, or who, supported you to get this job?
- What skills do you need to do this job?
- Describe your typical working day.
- If you had your way over again, what job would you be doing? Why/not?
- What one piece of advice would you give a young person who is thinking about your job as a career choice?

Share what you learned with the rest of the class.



Teacher notes

The extension activity suggested on this slide is linked to Activity 3 (Slides 6 & 7).

NB: Please remember to complete the short teacher survey as soon as possible after finishing Unit 3: <https://forms.gle/2Q3AfG3WLC1XHBh8A>

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HEA HIGHER EDUCATION AUTHORITY
AN t-údarás um Ard-Oideachas