

SDG 13 Passion to Purpose

Climate Action and Sustainable Development



Passion to Purpose

Climate Action & Sustainable Development

Action Project

Lesson 1: Discovering Passions & Gifts

Lesson Title and Summary: Discovering Passions & Gifts

Identifying what brings you excitement and joy is essential to finding direction. Analysing what we love to explore and learn about helps us find vision and purpose by identifying the things and people we love.

Like a puzzle, our vision holds the larger picture and our passions, gifts and talents, or otherwise known as strengths, are the pieces of the puzzle that lead to a purposeful life and work journey. In this lesson, learners will begin to develop self awareness and gain an understanding of their purpose or vision and in doing so, develop skills in increasing social awareness.

Vocabulary:

Passions, Gifts, Talents, Values, Purpose, Vision

In this lesson, the learner will:

- develop skills in increasing social awareness
- gain understanding of the concept of "purpose" and "vision" in relation to project development, employability/entrepreneurship
- engage in relationship building

Materials

- Worksheet: Passions and Gifts
- Teacher's notes: Passions and Gifts
- Post It notes



SDG 13 Passion to Purpose

Lesson 1: Discovering Passions & Gifts



Activity Instructions

Activity 1 Lead In (10 mins)

1. Ask learners to discuss the following three questions in pairs:
 - What are some examples of things people love or don't like doing or being?
 - What are some examples of things people do well or excel at doing or being?
 - What are some examples of things people consider important?
2. Briefly elicit general answers from the class adding them to the board.

Activity 2 Passions and Gifts (15 mins)

1. Encourage learners to define their meaning of key terms "passions" "gifts/talents" using their own words. Give them some time in pairs to discuss before sharing as a whole group.
2. *Ask learners to take time to consider what their passions and gifts are by considering and completing responses to statement stems on their Worksheet: Passions and Gifts.*
NOTE: many learners find this activity particularly challenging and therefore may need additional support. Make sure prior to going through the instructions that you highlight to learners to ask for help if they are feeling challenged.

Activity 3 DEEPER UNDERSTANDING (25 mins)

1. In pairs, learners share their self observations and discuss further their rationales for their statements in the worksheet.
2. Learners then move into groups of four and use question prompts to aid discussion. To complete this task they must nominate: a group leader to ensure all members have opportunity to speak and that time is kept to complete task, a speaker who will summarise the groups discussion for the class, a note taker whom will take notes for the speaker to summarise from.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

Rather than use Post-Its you also can set this up as a Mentimeter poll [mentimeter.com](https://www.mentimeter.com)

SDG 13 Passion to Purpose

Lesson 1: Discovering Passions & Gifts



EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, reduce the timing of Activity 3 and set final reflections as an at-home writing task.

Extension: For a longer class, extend timing of Activity 3. Groups can brainstorm as a discussion, recording their ideas in a mind map, a flow chart or using Post-It notes. This work encourages conditional reasoning and deductive equivalents; an essential skill for project management and team working with problem solving.

Option B: Watch Video: Where Passion Comes From (see Media Box) and follow with a class discussion.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Video: 'Where Passion Comes From' | Simon Sinek [4:47 min]

<https://www.youtube.com/watch?v=zoMQaru8zU4>

Video: 'Spheres of Influence Explainer' Video: [6:38 min]

https://www.youtube.com/watch?v=CZt3QkRE_SA

Video: 'How I Quit My Job' | Pursuing Your Passion [24:38 min]

<https://youtu.be/lnlQGOinPfo>

Article: 'Passions and Gifts', By Ford R. Myers, President, Career Potential, LLC

<https://careerpotential.com/career-advice-article/passions-and-gifts/>

Local Trip / Expertise / Additional Work and Assessments

Watch Video: Spheres of Influence Explainer and encourage learners to choose three people from different areas of their Spheres of Influence and interview them using the prompts in the worksheet from this lesson. This activity will further develop perspective-taking and relational thinking, which they can then summarise in writing up their findings.

LESSON 1: TEACHER'S NOTES

13 CLIMATE ACTION



WHAT ARE YOUR PASSIONS AND GIFTS?

Many learners find this activity particularly challenging and therefore may need additional support. Make sure prior to going through the instructions that you highlight to learners to ask for help if they are feeling challenged.

Passions and Gifts Statement Stems:

- At school/ work, I love to ...
- I feel passionate about ...
- I am excited about ...
- What I really like is ...
- I am particularly good at ...
- I am known for ...
- I have an exceptional ability to ...
- People often ask for my help with ...
- What motivates me most is ...
- I would feel disappointed, frustrated or sad if I couldn't do ...

LESSON 1: PASSIONS AND GIFTS

13 CLIMATE ACTION



What are your passions and gifts?

Look at the key words below and try to define their meaning.

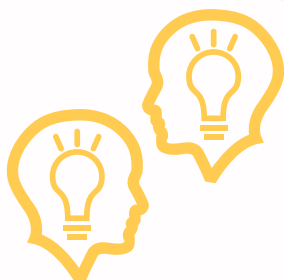
passions



gifts/talents

Passions and Gifts Statement Stems:

- At school/ work, I love to ...
- I feel passionate about ...
- I am excited about ...
- What I really like is ...
- My greatest contribution is ...
- I am particularly good at ...
- I am known for ...
- I have an exceptional ability to ...
- People often ask for my help with ...
- What motivates me most is ...
- I would feel disappointed, frustrated or sad if I couldn't do ...



- What observations can you make about yourself at this stage?
- Share your thoughts with a partner



Deeper Understanding

In pairs, share your self observations and discuss your rationales for your statements. Be prepared to share your offerings in groups and use question prompts to aid in discussion.

- To complete this task you must nominate:
 - 1.- a group leader to ensure all members have opportunity to speak and that time is kept to complete task
 - 2.- a speaker who will summarise the groups discussion for the class
 - 3.- a note taker whom will take notes for the speaker to summarise from

Question prompts

What responses did you give to the statement stems?

Explain why you chose this response?

What, if anything, did you find challenging in responding? Why?

What responses do your group members have in common?

What was surprising about the responses?



EXTENSION ACTIVITY: Connecting Passions and Gifts

1. Brainstorm responses to these question prompts in groups of 3.
 2. Record your ideas visually using a mind map or flow chart or other visual representation.
- When we combine our passions with our gifts/talents what do you think the result could be?
 - How is our behaviour and actions linked to our passions and gifts?
 - What steps could someone take to make their passion something they can succeed in professionally in the future?
 - What kind of things do you do or others do that inspire and make you feel part of something meaningful?
 - What impact might they like to make on others?

