

## LESSON 9

# Aptitudes: Your Natural Tendencies

60 minutes

Strand 1.1: Understanding Myself

Reflecting

Outcome LCW.M1.S1.VAL.3

Outcome LCW.M1.S1.VAL.4

### WHAT THIS LESSON DOES

Students will learn to distinguish between aptitude, interest and skill by examining clear examples and reflecting on their own experiences. They will identify activities where natural tendencies appear and consider mismatches with interest.

### CURRICULUM OUTCOMES

| Outcome         | What the specification asks for                                                              |
|-----------------|----------------------------------------------------------------------------------------------|
| LCW.M1.S1.VAL.3 | recognise the unique nature of aptitudes, achievements and interests.                        |
| LCW.M1.S1.VAL.4 | identify their aptitudes, achievements and interests, reflecting on how they have developed. |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Distinguish aptitude, interest and skill with clear examples
- Identify five activities where natural tendency shows up for you
- Reflect on high aptitude with low interest and the reverse

### KEY TERMS

| Term     | What it means here                                                                                                                                       | For example                                                                                                         |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Aptitude | A natural tendency for a particular activity that makes success more likely once you put in effort: the thing you pick up faster than people around you. | Someone who hears a tune once and can hum it back accurately has a musical aptitude, even before any formal lessons |
| Interest | Something you enjoy doing, studying or experiencing, whether or not you are especially good at it yet.                                                   | Loving match day at the GAA club even if you are not the strongest player on the pitch                              |
| Skill    | What training, practice and feedback actually produce: the capable version of something you can now do on demand.                                        | Being able to wire a plug safely after a short electrical course, not because it came naturally on day one          |

### BEFORE THE BELL

- Confirm devices can open the anticipation exercise and the Orla document annotator
- Prepare a printed Orla note and printed Cian/Aisha cases as backup for students without device access
- Have the Strand 1.1 folder path ready so students can open or create Aptitudes quickly
- Project the annotator on the board. Students use the same interactive on their devices.
- On screen this lesson: before-and-after check, document annotator, scenario cards, list builder.

# Aptitudes: Your Natural Tendencies

| HOW THE LESSON RUNS |              |                                |
|---------------------|--------------|--------------------------------|
| 5 min               | introduction | Getting Started                |
| 10 min              | activity     | What Do You Already Believe?   |
| 12 min              | activity     | Label the Moves in Orla's Note |
| 13 min              | activity     | Two Paths: Cian and Aisha      |
| 15 min              | activity     | Your Five Aptitudes            |
| 5 min               | summary      | What you covered               |

## STEP BY STEP

### 5 min Getting Started

Open with a 60-second show of hands: *Who has ever been told they were a natural at something?* Then *Who has loved something they were honestly average at?* That split is the lesson.

Name the cycle phase out loud: reflecting. Link back to the Values document from Lessons 6-8 without reopening it.

### 10 min What Do You Already Believe? On screen: before-and-after check

Run the anticipation exercise in **predict** mode. Do not reveal answers yet. Pause after statement 3 and ask two students to defend opposite sides for 30 seconds each.

Keep the key-terms table visible on the board while they commit. The distinction is what Lesson 10 (achievements) and Lesson 11 (interests) will lean on, so accuracy here saves time later.

Reveal and short revisit come after the cases (before or during the summary), not at the end of this step.

### 12 min Label the Moves in Orla's Note On screen: document annotator

#### SUGGESTED TIMING

- 5 minutes silent first pass
- 3 minutes pair compare
- 4 minutes reveal model and discuss mismatches

#### LOOK-FORS

- Students confusing enjoyment with aptitude on the drama line
- Students calling the first-aid certificate an aptitude rather than a skill
- Strong discussion on the coding line: fast progress with low lasting interest

Push the class to say the test out loud: *Did it come quickly relative to peers?* versus *Do I want more of it?* versus *Have I been trained?*

### 13 min Two Paths: Cian and Aisha On screen: scenario cards

#### RUNNING THE CASES

Read Case A aloud. Ask: *Should Cian force the guitar because he is quick?* Take two views. Then Case B: *Is Aisha's slower start a reason to stop?*

Keep analysis oral or pair-talk only. No written case answers on the lesson page and nothing case-related filed in the Digital Portfolio this lesson.

Keep the moral non-prescriptive. The point is the distinction, not a sermon about wasted talent.

#### SUGGESTED TIMING

- Case A read + two views: about 5 minutes
- Case B read + two views: about 5 minutes
- Quick whole-class look of the three-way split: about 3 minutes

After discussion, optionally flash the anticipation answers so students can see which early beliefs still stand before they write their own five.

## 15 min Your Five Aptitudes

On screen: list builder

### PORTFOLIO PRODUCTION

Protect quiet writing time for the full block. Circulate for occasion-level evidence: reject bare adjectives like *good at people*. Prompt with *When, where, compared with whom?*

Students who still freeze after the on-page starter list: sit beside them and pull one concrete memory (last match, last shift, last time a relative handed them a broken device).

### DIFFERENTIATION

- If five solid occasions are not available, accept four with full evidence rather than five thin ones
- Extension: star any item that is high aptitude and still interested; those often feed ALT 1 later

### EXIT STANDARD

Before summary, every student should have Strand 1.1 → Aptitudes open with four or five occasion-backed lines, each tagged.

## 5 min What you covered

Two-minute exit: ask three students for one line that is aptitude-not-interest or interest-not-aptitude from their own list. Spot-check Strand 1.1 → Aptitudes: every student leaves with four or five occasion-backed lines started, not a blank file.

Thirty-second belief revisit: hands up for anyone who changed statement 1, 2 or 5; take one sentence on what evidence moved them.

No pastoral signposting required on this topic. If a student is stuck in harsh self-comparison, keep the frame practical: the list is evidence for applications, not a ranking of worth.

## ANSWERS AND LOOK-FORS

- Before-and-after check: False: If you enjoy something, you must have an aptitude for it. - Interest is enjoyment and pull. Aptitude is faster uptake than peers. You can love something you still pick up slowly.
- Before-and-after check: False: A first-aid certificate proves you have a natural aptitude for first aid. - A certificate shows training and practice. That is skill evidence, whether or not the person found it natural on day one.
- Before-and-after check: True: Picking something up faster than peers is aptitude evidence, even if you dislike the activity. - Speed relative to people beside you is the aptitude test. Liking it is a separate question about interest.
- Before-and-after check: False: Skill and aptitude are the same thing. - Aptitude is the natural head start. Skill is what training, practice and feedback actually build so you can perform on demand.
- Before-and-after check: False: High interest guarantees you will pick something up quickly. - Strong pull keeps you practising, but early uptake can still be slow. Interest and aptitude can move in opposite directions.
- Before-and-after check: True: You can have high aptitude and low interest for the same activity. - Fast uptake with little lasting pull is common. Naming that mismatch honestly helps later pathway choices.
- Document annotator: "finished the sheet before anyone else had opened the file" - Aptitude: natural tendency, picks it up fast - Speed relative to peers on a concrete task. That is aptitude evidence, not a claim about loving Business.
- Document annotator: "I do not love spreadsheets, though" - Interest: enjoys it, wants more of it - She is naming low interest beside high aptitude. Hold this pairing; the cases next build on it.
- Document annotator: "I go to every rehearsal and I care about the spring show more than..." - Interest: enjoys it, wants more of it - Strong pull and repeated attendance. Interest is present even while performance is still slow.
- Document annotator: "I still freeze on the first read-through and I need far more practice..." - Aptitude: natural tendency, picks it up fast - This is low aptitude for line-learning relative to peers. Marking it as aptitude (low) is correct; it is not a skill failure yet if training is still early.
- Document annotator: "completed a basic first-aid course last summer. I can now put someone..." - Skill: built by training or practice - Named training plus a checkable action she can do on demand. That is skill, regardless of whether first aid felt natural.
- Document annotator: "had a one-page site up the same evening, while he was still reading..." - Aptitude: natural tendency, picks it up fast - Fast uptake compared with someone beside her. The next sentence shows interest did not stick.
- Document annotator: "I have not opened the builder since" - Interest: enjoys it, wants more of it - Low lasting interest after a high-aptitude burst. Useful honesty for pathway choices later.
- Document annotator: "redid the price list three times in ten minutes when the ingredients..." - Aptitude: natural tendency, picks it up fast - Unprompted numerical adjustment under time pressure. Another aptitude moment, quieter than a trophy.

## TEACHING MOVES

- Keep step 2 in predict mode; pause after statement 3 for a short defend-both-sides beat
- Model the first Orla annotation on the board
- Hold case analysis as oral/pair talk only so writing time stays protected
- Circulate during Aptitudes writing; reject bare adjectives; demand when, where, compared with whom
- Exit check: Strand 1.1 → Aptitudes open with four or five tagged occasion lines

#### WHAT TO WATCH FOR

- Equating aptitude directly with skill; skill comes from training
- Assuming high interest means high aptitude; use Cian and Aisha to show otherwise
- Listing practised skills in the five activities; focus on faster-than-peers uptake
- Students typing case answers into the portfolio; only the Aptitudes list is filed today

#### DIFFERENTIATION

- Support: allow paired work on the Orla annotation; accept four full occasion lines instead of five thin ones
- Support: point stuck writers at the on-page starter domains (sport, shifts, fixing tech, languages from TV, organising chats)
- Extension: star high-aptitude and still-interested items as likely ALT 1 fuel; optional public-figure mismatch example if time remains

#### WHAT STUDENTS ARE LEFT WITH

- Aptitudes: five activities where you pick things up faster than peers