

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
- Have the annotator up on the board while the students work on the same interactive on their own devices, so you can point at a disputed phrase and the whole room is looking at the same line. This is also where the key-terms table goes up, and it should stay up for the rest of the lesson, because from here on the students are labelling against it. It was kept off the previous step so that their true-or-false answers came from belief rather than from reading the definitions off the screen.
- 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 show of hands lasting about a minute. Ask first, *Who has ever been told they were a natural at something?* and then *Who has loved something they were honestly average at?* Most rooms split differently on the two questions, and that difference is what the lesson goes on to unpick, so it is worth naming aloud that the two hands were not the same hands.

Say that today is about looking back at your own experience for evidence rather than learning anything new off the board. Remind them in a sentence of the Values document they built over the last three lessons, without reopening it, so they hear that this is the same kind of work on a different question.

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, and keep the key-terms table off the board during this step, because it belongs on Step 3 where students label against it. A prediction made with the definitions on screen measures reading rather than belief, so the whole before-and-after comparison only works if they commit first.

Pause after statement 3 and ask two students to defend opposite sides for 30 seconds each.

The reveal and a short revisit come after the two cases, either before or during the summary, rather than at the end of this step.

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

SUGGESTED TIMING

- First, about 5 minutes of a silent first pass.
- Then about 3 minutes comparing in pairs.
- Finally, about 4 minutes to reveal the model and talk through where they disagreed with it.

WHAT TO LISTEN FOR

- Students confusing enjoyment with aptitude on the drama line.
- Students calling the first-aid certificate an aptitude rather than a skill.
- The coding line, which usually produces the strongest discussion: fast progress with no lasting interest.

Push the class to say the test out loud each time: *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, then ask whether Cian should force the guitar because he is quick, and take two views before moving on. Do the same with Case B, asking whether Aisha's slower start is a reason for her to stop.

Keep the analysis oral or in pair talk, with no written case answers on the lesson page and nothing case-related filed in the portfolio today, so that the only writing this lesson is their own Aptitudes list in the next step.

Hold the moral lightly. What you want them to leave with is the distinction between the three terms, not a lecture about wasted talent, because several students in the room will recognise themselves in Cian.

SUGGESTED TIMING

- Case A, read and two views: about 5 minutes.
- Case B, read and two views: about 5 minutes.
- A short whole-class summing up of the three-way split: about 3 minutes.

Once the discussion is finished, you can if you wish show the anticipation answers, so students see which of their early beliefs still stand before they write their own five lines.

15 min Your Five Aptitudes

On screen: list builder

PORTFOLIO PRODUCTION

Give them the full block as quiet writing time and keep it quiet, because the recall this asks for does not happen in a noisy room. Circulate looking for occasion-level evidence and turn back bare adjectives such as *good at people*, prompting instead with *When, where, compared with whom?*

If a student is still frozen after the starter list on the page, sit beside them and pull one concrete memory out of them: the last match, the last shift, the last time a relative handed them a broken device.

DIFFERENTIATION

- If a student cannot find five solid occasions, accept four with full evidence rather than five thin ones.
- As an extension, ask them to star any item that is both high aptitude and still interesting to them, since those are the ones that often feed ALT 1 later.

WHAT EVERY STUDENT SHOULD HAVE BY THE END

Before you move to the summary, every student should have Strand 1.1 → Aptitudes open with four or five occasion-backed lines, each one 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