


It's About Time Sessions ©Tam Cassidy

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
<p>What's important to me?</p> <p>What is good /bad about coming to school?</p> <p>Who's the boss of me?</p>	<p>ITS ABOUT TIME...</p> <p>What does time mean to me?</p> <p>What does aspiring mean to me</p> <p>The Time & Aspiring link</p>	<p>Sleep Walking into the future</p> <p>Making a Destructive future</p> <p>Making a Constructive future</p>	<p>Qualifications, Why bother?</p> <p>Does this suit me?</p> <p>My Vision for me is?</p> <p>I don't have to be top of my class to be top of the world</p>	<p>My mindset & Attitude</p> <p>School isn't being done to me if I use it to be who I want to be</p>	<p>My Intuition & inner voice</p> <p>Life is about give and take</p> <p>My responsibility to myself and the world, and the worlds responsibility to me</p>	<p>Networks and relationships and their importance to me</p>	<p>My Plan My Life My vision for the year</p> <p>What's important to me?</p> <p>Who's the boss of me?</p>

Session 1	Description	Timescale
<p>My Story</p> <p>What do you like? What is good /bad about coming to school?</p>	<p>This session through discussion and recording main points in their journal book and will ask the question of what interests does the learner like. I encourage them to think of anything at all. It can be the most off topic thing, it doesn't matter, the point is to find some common ground to begin to build our new relationship, with me, the school and more importantly with themselves</p> <p>Around this we will discuss what this interest could look like in the future, if they are able to use the learning opportunities to drive forward their hopes and dreams.</p> <p>How can school now relate to my hopes and dreams of my future? How can I make school relevant to who they think they are of wish to be.</p> <p>I'll ask them to spend the week thinking about:</p> <p>What does time mean to me?</p> <p>What does aspiring mean to me?</p>	45 mins
Session 2	Description	Timescale

<p>ITS ABOUT TIME...</p> <p>What does time mean to me?</p> <p>What does aspiring mean to me?</p> <p>The Time & Aspiring link</p>	<p>The learner will probably see the future as a place far away from where they are now. Perhaps at a time that will never be reached and will not see the link between their situation now and where they want to be.</p> <p>As with time the learner may not see themselves as being able to be a part of a world that others may aspire to (Aspirational marginalisation). They have no vision of a future that they will be a successful, happy human being who have a contribution to make to the world and can take from the world around them.</p> <p>It's about getting them to understand that they can benefit from the time they have now, and to understand that they can use this time now, to reach the goals and aspirations that they will perceive and that these can be reached and that one day they will be at the point that how they have used this time now, will become their reality in the very near future. They will eventually find themselves in a situation where that time has passed and they will be what they have aspired to be.</p>	<p>45 mins</p>
	<p>The time is NOW! There will never be any other time, THERE IS only NOW!</p> <p>For the week ahead they will be asked to think about the following ideas</p> <p>Time issues: Time will pass, and whether they are aware of it or not they are at this time creating who they will be in the future.</p> <ul style="list-style-type: none"> • Blind creating • Destructively creative • Constructively creating <p>Also, I'll ask them to tell me who they respect and admire before session ends?</p>	
<p>Session 3</p>	<p>Description</p>	<p>Timescale</p>

Blind creating	Sleepwalking into the future - how can you be the boss of you?	45 mins
Destructively creative	Taking the wrong path and losing the ability to be the boss of you	
Constructively creating	This is the only way to becoming the boss of you	
Visioning:	It is important to imagine where /who we wish to be in life	
Who they respect	This person would have had a vision	
Paradigms/mindset	Paradigms are a collection of ideas that make up who we are that can help or hinder us in achieving the visions or goals we have. We will touch on this Ill ask them to think about what their vision would be for the future for next week	
Session 4	Description	Timescale
Qualifications, Why should I bother? Does this suit me?	Gaining academic qualifications is not the be all and end all in life. Its dependent of the aspirations that you have. However, you can still use what the education system has to offer to work towards a vision of who you want to be.	45 mins
My Vision for me is?	I don't have to be top of my class to be top of my world.	
Session 5	Description	Timescale
My mindset & Attitude	Our attitude to life, to people, and to the day ahead affects us and the people and even the environment around us. We will discuss and record how attitude has affected us in the past (good & bad) What is their attitude to these sessions? Note	45 mins
School isn't being done to me if I use it to be who I want to be	Learner - "I'm 12 right now and in 4 years I'll be 16 by time I have done all this stuff with school?" Teacher: "What age will you be in 4 years if you don't do all this stuff with school?"	
Session 6	Description	Timescale

My Intuition & inner voice	We do have an inner voice, the very fact you have just asked yourself..."What is he on about? Proves this  (Discussion)	45 mins
Session 7	Description	Timescale
Networks and their importance to me	Old adage its not what you know it's who you know If you fly with the crows you get shot with them You are very much a part of your family/community/society whether your aware of it or not You can give and take that's what life is Giving and receiving are the building blocks of positive social relationships.	45 mins
Session 8 (Compulsory with chosen modle(s))	Description	Timescale
My Plan My Life My vision for the year What's important to me? Who's the boss of me?	The approach the following outcomes: <ol style="list-style-type: none"> 1. Empowers participants to be responsible for themselves and feel they are the own boss of their destiny. (Not engaging in school means there is less chance of being their own boss) 2. Develops self-reliance, resilience and confidence. 3. Strengthens relationships and networks. 4. Encourages participants to treat themselves in a self-caring way. 5. Dismantles falsely perceived expectations about school? and peer pressure. 6. Develops a new understanding of engaging in school (NOT BECAUSE THEY HAVE TO) but because they can USE the school to ensure that they flourish. 	45 mins