

Victorian Careers Curriculum Framework

**Lesson Plan: Personal perceptions**

**Australian Blueprint of Career Development competencies**

|  |  |  |
| --- | --- | --- |
| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA A: PERSONAL MANAGEMENT | | |
| 1. Build and maintain a positive self-image | 1.2 Build a positive self-image and understand its influence on life and work | 1.2.2 Discover how behaviours and attitudes affect school, work and family situations  1.2.7 Describe your self-image |
| 2. Interact positively and effectively with others | 2.2 Develop abilities for building positive relationships in life (II) | 2.2.2 Explore the concepts of dependability and honesty towards others |

Teachers’ notes: Personal perceptions

**Outcome**

Identify and present positive perceptions of self.

**Rationale**

Students need to view themselves in a positive way in order to improve their self-image.

By identifying their personal strengths, they will be better able to promote themselves for a position as an employee, team member or volunteer.

**Task description**

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10.

1. As a whole class, or in small groups, students brainstorm ideas on:
   1. how products are marketed
   2. the strategies advertising agencies use to promote and sell products. Note how only positive features are promoted in commercials.
2. In small groups, students discuss what strengths an employer, coach or volunteer coordinator might prefer an employee or team member to demonstrate.
3. Students complete the Investigating me worksheets 1 and 2.
4. They individually complete the focus questions.
5. They design and create an advertisement that shows their suitability for a specific role, such as an employee, a sporting team member, a volunteer worker etc., using a suitable medium such as a poster, a brochure, a magazine or newspaper advertisement.

**Extension activities**

* Update dictionary of terms in portfolio.
* Students present a short talk explaining their key strengths and the value of these strengths in the workplace. This may be presented to the whole class or a small group.
* Students’ advertisements are displayed around the classroom and a peer assessment activity completed, using the advertising checklist included in worksheet 2 as a guide.
* The advertisements could be presented using presentation software.

**Number of student worksheets in this Lesson Plan – 2**

* Investigating me worksheet 1
* Investigating me worksheet 2.

**Suggested resources**

* Copies of Investigating me worksheets 1 and 2
* Sheets of A3 or A4 paper or pre-prepared booklets/scrapbooks
* Examples of advertisements
* A variety of magazines and newspapers
* Pens, pencils, felt-tipped pens
* Scissors and glue
* myfuture website at: www.myfutur[e.edu.au](http://www.myfuture.edu.au/)
* Job Guide – in print (Section 1) or online at www[.deewr.jobguide.gov.au](http://www.deewr.jobguide.gov.au/)
* [M](http://www.deewr.jobguide.gov.au/)indMatters website at www[.mindmatters.edu.au](http://www.mindmatters.edu.au/default.asp)

This activity links to the Identifying step in www.myfutur[e.edu.au](http://www.myfuture.edu.au/)

Student Worksheet 1: Personal perceptions

**Worksheet 1: Investigating me**

Answer the following questions. This activity may be discussed in small groups or pairs.

1. List at least six of your strengths and special abilities.
2. If someone else described you to an employer, what would you like him or her to say were

your four most important strengths? Write them below.

1. What are six skills, personal attributes or strengths an employer, coach or volunteer

coordinator might be looking for in ‘recruits’?

1. Cut out and collect positive pictures from magazines that reflect your:
   1. personality characteristics, e.g. happy, quiet, outgoing, good team member
   2. interests, e.g. hobbies, films, sports, foods, computers, bands
   3. skills/strengths/abilities, e.g. able to use a cash register, high-scoring goal
   4. ability in working with other people, good at decision-making, good at problem-solving
   5. physical appearance, e.g. neat and tidy
   6. work habits, e.g. reliable, honest, punctual, fast worker
   7. other information – ambitions, special skills, pets.

Student Worksheet 2: Personal perceptions

**Worksheet 2: Investigating me**

Individually design and create an advertisement about yourself.

It must show your suitability for a specific role, such as an employee, sporting team member, volunteer worker, etc.

Use a suitable medium, such as a poster, brochure, magazine or newspaper advertisement. Use catchy phrases or jingles that will appeal to people.

Think about your self-image or identity and write down how you would like to represent that to other people (such as an employer).

Focus on special things to identify your strengths and abilities for a particular role, such as an employee, team member or voluntary worker.

Use the following checklist to make sure you have designed a suitable advertisement. Tick (√) each box once you have checked that your design meets the requirement.

**Advertising checklist**

( ) A style of lettering has been used that reflects you as a person.

( ) Colours that relate to you have been used.

( ) Simple, bold lettering has been used.

( ) Uncluttered layouts have been used (they are the most eye-catching).

( ) Space or borders are organised around the important descriptive things.

( ) Advertising language or catchy phrases have been used (to sell yourself).

( ) Similar pieces of information are grouped together.