

# DESIGN MY CAREER

## MY CAREER EXPLORATION – YEAR 7 LESSON ONE

Name of Lesson:	Year 7 Lesson Plan 1
Learning Intention:	The purpose of the lesson is for students to begin to develop the ability to recognise patterns of behaviours that lead to skill development.
Learning Outcome:	<ul style="list-style-type: none"> <li>• Students can identify their personal attributes and abilities</li> <li>• Students can begin to recognise patterns of behaviour that lead to skill development</li> </ul>
Success Criteria:	<p>I can identify my favourite things</p> <p>I understand that I use many skills when I undertake my favourite things</p>
Victorian Teaching and Learning Model	<p>Practice Principles: 1. High expectations for every student promote intellectual engagement and self-awareness</p> <p>Pedagogical Model: Engage/Explore/Evaluate</p> <p>HITS:</p> <p>5. Collaborative Learning</p> <p>7. Questioning</p>
Mapping to the Victorian Curriculum F-10:	<p><b>Personal and Social Capability</b></p> <p><b>Level 7 &amp; 8</b></p> <p><i>Strand:</i> Self-Awareness and Management</p> <p><i>Sub-strand:</i> Development of resilience</p> <p><i>Content Descriptors -</i></p> <ul style="list-style-type: none"> <li>• Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement.</li> </ul> <p>OR</p> <p><b>Health and Physical Education</b></p> <p><b>Level 7 &amp; 8</b></p> <p><i>Strand:</i> Personal, Social and Community Health</p> <p><i>Sub-strand:</i> Being healthy, safe and active</p> <p><i>Content Descriptors -</i></p> <p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older.</p>
Assessment:	<p><b>Pre-Assessment – see Pre-Assessment Handout (below)</b></p> <p>Students complete an assessment sheet designed to explore their pre unit understanding of key terms and knowledge.</p>

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	<p>Provide students with the handout and ask them to complete at the beginning of the lesson. (Note, a similar handout assessment will be used at the end of lesson four of the unit to assess students understanding post unit in conjunction with a self-reflection on their learning).</p> <p><b>Formative assessment</b> – Determine the students ability to identify their interests, skills and strengths.</p>
<b>Terminology for the lesson:</b>	<p><u>Interests</u> – Things you like or things you enjoy</p> <p><u>Personal attributes</u>- The things that make you unique, the characteristics that make up your personality eg. funny, kind, motivated</p> <p><u>Skill</u> – A skill is a task or action that you can do.</p> <p><u>Strength</u> - Strengths are tasks or actions you can do well. These might include knowledge, skills and talents.</p>
<b>Prior Knowledge/concepts/skills:</b>	None
<b>Equipment/Resources required:</b>	<p><b>Pre-Assessment Handout</b></p> <p><b>Favourite Things –</b></p> <p>Favourite Things Handout</p> <p><b>Bingo</b></p> <p>White Board</p> <p>Classroom Bingo Handout</p>
<b>Lesson Duration:</b>	<b>1 lesson period</b>
<b>Lesson Description:</b>	<p><b>Favourite Things Activity</b></p> <ol style="list-style-type: none"> <li>Introduce students to ‘My Favourite Things’ handout and explain that today students will explore who they are and what they can do. Ask students to write as many favourite things as they can (circle 1). Make sure students understand the following: <ul style="list-style-type: none"> <li>there no bad or good activities, only the ones they enjoy</li> <li>the activities do not need to be related to school</li> <li>they do not need to list all 12 activities.</li> </ul> </li> <li>Explain to students that they will be asked to complete each section of the sheet one at a time. They should be completed as follows: <ol style="list-style-type: none"> <li>How long since you last did it? (circle 2)</li> <li>Does it usually cost money or is it free (\$ or F or both)? (circle 3)</li> <li>Is it usually planned or spontaneous (P or S or both)? (circle 4)</li> <li>Do you do it alone or with others (A or O or both)? (circle 5)</li> </ol> </li> <li>Tell students that they should complete the circle in the correct order and not move onto the next section unless the one prior has been completed.</li> <li>Once students have completed the circle, ask them to search for any patterns they may see. This could be done independently or with a partner. Questions to prompt students could include:</li> </ol>

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	<ul style="list-style-type: none"> <li>• Have you done things recently or has it been awhile?</li> <li>• Do you tend to do most things alone or with someone else or both?</li> <li>• What did you already know about yourself?</li> <li>• Has anything surprised you?</li> <li>• What have you learned?</li> </ul> <p>5. As a class, ask for a volunteer to share one of their interests and then as a class brainstorm what the person needs to do to undertake their favourite thing (eg if the favourite thing is bike riding the students could say, they need to balance, be coordinated, be fit, attention to detail, multi-skill). This may involve prompting students to explore step-by-step everything that is involved in undertaking the activity. Questions to prompt could include:</p> <ol style="list-style-type: none"> <li>a. What did you actually do when..?</li> <li>b. You said you did (action), how exactly did you do it?</li> <li>c. If I were to do this, what would I have to do? What does a person have to do to accomplish what you did?</li> </ol> <p>6. Ask students to choose a favourite thing and independently break down everything they do when they complete one of their favourite things.</p> <p>7. As a class students share their favourite things and what they discovered. The purpose of this discussion is to support students to identify that the things they do when they complete their favourite things are skills and these skills can be used to for a variety of activities.</p> <p><i>This Favourite Things Activity has been adapted and used with permission from “Hope Filled Engagement – new possibilities in life/career counselling” Gray Poehnell, Norman E. Amundson (2011)</i></p>
<p><b>Differentiation</b></p>	<p>Students who need extra support -</p> <ul style="list-style-type: none"> <li>• Favourite things are not necessarily things that students are good at but that they like to do. Provide students with examples of some favourite things (for example – football, video games, movies, skate boarding, cooking, friends, etc.).</li> <li>• Ask students what they do after school. Do they play with their friends? Do they do organised activities such as sport or music? Do they have chores to do? This will help them think about what their favourite things are.</li> <li>• Use HIITs number 7 Questioning to support students. This could include asking questions such as what did you do and how did you do it to prompt students to discuss the steps involved and use action verbs.</li> <li>• Introducing the terms such as skills and strengths too early can alienate or disengage students, particularly vulnerable students as they may believe they do not have skills or strengths.</li> </ul> <p>Students who require extension -</p> <ul style="list-style-type: none"> <li>• Students can list the different skills in a variety of their Favourite Things and explain why the skill is important for that activity.</li> <li>• Students can identify one or more Favourite Things and their strengths and justify why they believe it is a strength. Students could work with peers for feedback on their strengths and areas for improvement.</li> </ul>
<p><b>Alternative Activity</b></p> <p>Mapping to the Victorian Curriculum F-10:</p>	<p><b>Class Bingo Activity</b></p> <p>1. <u>Learning Outcome:</u></p>

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	<p>Students identify their own personal attributes and discover similarities and differences with their peers.</p> <p>2. <u>Victorian Teaching and Learning Model:</u></p> <ul style="list-style-type: none"> <li>• <i>Practice Principles</i> – 1. High expectations for every student promote intellectual engagement and self-awareness</li> <li>• <i>Pedagogical Model</i> - Engage/Explore</li> <li>• <i>HITS</i> – <ul style="list-style-type: none"> <li>○ 5 Collaborative Learning</li> <li>○ 7 Questioning</li> </ul> </li> </ul> <p>3. <u>Mapping to the Victorian Curriculum F-10:</u></p> <p>Personal and Social Capability Level 7 &amp; 8 <i>Strand:</i> Self-Awareness and Management <i>Sub-strand:</i> Development of resilience <i>Content Descriptors</i> -</p> <ul style="list-style-type: none"> <li>• Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement.</li> </ul> <p>OR</p> <p><i>Strand:</i> Social Awareness and Management <i>Sub-strand:</i> Relationships and diversity <i>Content Descriptors</i> -</p> <ul style="list-style-type: none"> <li>• Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others</li> </ul> <p>4. <u>Lesson Description</u></p> <p>a) Explain to students that today's class is about identifying the differences and similarities between people and that both these differences and similarities make each person unique.</p> <p>b) As a class discuss the types of things students might do in their day, including chores at home, getting to school, school activities (including school subjects, activities during recess and lunch, etc), after school activities, hobbies, interests, sports and family activities.</p> <p>c) Ask students what they need to do to undertake these activities. Explain that these are skills, which are things that you do.</p> <p>d) Distribute Class Bingo Handout and ask students to answer each section of the bingo sheet. Explain that they will be required to search for someone in their class who has the same (or similar) answer to theirs and write that person's answer and name in the box alongside their answer. Each student can only be used once. To increase difficulty, the class could be provided with a time limit.</p> <p>e) The first student with a different student name in each of their bingo boxes wins the game!</p>

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	<p><b>Pairs/Class discussion</b></p> <p>Working in pairs students then discuss/compare their bingo findings with their partner. Then remembering three things from their partners Bingo they introduce their partner to the classroom using three things they have discovered.</p> <p><b>Assessment Focus</b></p> <p>Diagnostic assessment – In this lesson you should be determining student’s ability to identify their personal attributes and abilities (eg interests, skills, personality traits, values and beliefs).</p>
<p><b>Teacher Notes:</b></p>	<ul style="list-style-type: none"> <li>• Language is very important in supporting and enabling students. Introducing the terms skills and strengths too early can alienate or disengage students, particularly vulnerable students as they may believe they do not have skills or strengths.</li> </ul>
<p><b>Parent/Carer Participation:</b></p>	<p>Encourage students to take their Favourite Things handout home and discuss with their parents.</p>
<p><b>References/Resources/Links:</b></p>	<ul style="list-style-type: none"> <li>• This Favourite Things Activity has been adapted and used with permission from “Hope Filled Engagement – new possibilities in life/career counselling” Gray Poehnell, Norman E. Amundson (2011)</li> <li>• Career Education Association of Victoria – Year 8 Career Planning: Exploring Careers, 2012</li> </ul>

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