

DESIGN MY CAREER

MY CAREER EXPLORATION – YEAR 7 LESSON TWO

Name of Lesson:	Year 7 Lesson Plan 2
Learning Intention:	The purpose of the lesson is for students to begin to develop an understanding of themselves and an ability to accept and reflect on feedback from others.
Learning Outcome:	<p>Students develop a positive understanding of who they are and what they can do.</p> <p>Students can reflect on feedback from others.</p> <p>Students create one goal based on their own understandings and feedback.</p>
Success Criteria:	<p>I recognise and can articulate my strengths.</p> <p>I can reflect on feedback from others.</p> <p>I can develop a goal based on feedback.</p>
Victorian Teaching and Learning Model:	<p>Practice Principles:</p> <ul style="list-style-type: none"> High expectations for every student promote intellectual engagement and self-awareness <p>Pedagogical Model:</p> <ul style="list-style-type: none"> Explore <p>HITS:</p> <ul style="list-style-type: none"> Setting Goals Collaborative Learning Questioning Feedback
Mapping to the Victorian Curriculum F–10:	<ul style="list-style-type: none"> ➤ Personal and Social Capability – Level 7 and 8 Strand: Self-Awareness and management Sub-strand: Development of resilience Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement ➤ Personal and Social Capability – Level 7 and 8 Strand: Social Awareness and Management Sub-strand: Relationship and diversity Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others ➤ Healthy and Physical Education – Level 7 and 8 Strand: Personal, social and community health Sub-strand: Being healthy, safe and active Evaluate strategies to manage personal, physical and social changes that occur as they grow older

	<p>➤ English – Level 7 Mode: Writing Strand: Literacy Sub-strand: Creating texts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience.</p>
Assessment:	<p>Formative assessment – In this lesson you should be assessing a student’s ability to reflect on experiences in their life and develop future goals based on feedback from peers.</p>
Terminology for the lesson:	<p>Interests: Things people like or things people enjoy</p> <p>Personal attributes: The things that make people unique, the characteristics that make up people’s personality e.g. funny, kind, motivated</p> <p>Skill: An ability to perform a mental or physical activity which may be developed by training or practice. A simplified version of this definition may be simply ‘something you can do’.</p> <p>Strengths: Strengths can include things people:</p> <ul style="list-style-type: none"> • like about themselves (personal attributes) • are interested in (interests/hobbies) • can do well (skills) <p>Values: Values are the core beliefs that we consider very important to us in our personal and working lives. They define what you believe is important to your happiness and wellbeing. We may hold values such as loyalty, truthfulness, etc. A simplified definition may be ‘What is important to you’.</p> <p>Beliefs: Beliefs are judgements about ourselves and the world around us.</p> <p>Goals: A goal is when a person decides on something they want to achieve.</p> <p>Goal Setting: Goal setting is when a person plans how they will achieve that goal.</p>
Prior Knowledge/concepts/skills:	Lesson 1 My Career Exploration
Equipment/Resources required:	<ul style="list-style-type: none"> • My Story Extension activity: Materials for creating a Poster
Lesson Duration:	1 lesson period
Lesson Description:	<p>Activity One</p> <p>Students will be using one of the interests or activities they identified about themselves in the ‘My Favourite Things’ activity (Year 7 Lesson Plan 1) and thinking about a positive time when they experienced this (it could be about an occasion at home or at school, a family holiday or when their team won a game, etc).</p> <p>Before they begin writing the story, ask students to plan with the following questions:</p> <ol style="list-style-type: none"> a) Who? Who were the other people in the situation? b) What? What happened? How does the story start? How does it end? c) When? When does the story happen? What time? Day or night? d) Where? Where does the story happen? At home? School? e) Why? Motives, values, reasons, purposes f) So what? Implications, results, meanings g) How? Means, methods, manner

	<p>Activity Two</p> <p>Once students complete their plan, they can then write their story. (Availability of time will determine length of story. Does not have to be longer than one paragraph).</p> <p>Support students to reflect on their story with questions such as:</p> <ul style="list-style-type: none"> h) Why did you pick this story? i) What did you enjoy about this experience? (interests) j) What exactly did you like? (interests) k) Did you learn anything new? (learning) l) How did you learn? (learning) m) What did you already know? (learning) n) What were you able to do? How would you describe this? (skills) o) How would you describe yourself in this activity? (personal qualities) p) Why is this story important to you? (values and beliefs)
	<p>Activity Three</p> <p>Ask students to write their reflections or create a collage about their story. Students work in pairs and provide feedback to their partner on their story, identifying more observations about themselves.</p> <p>Activity Four</p> <p>Based on all the information, ask students to identify something they could improve on and how they believe they could improve, and to write it down with their story and reflections.</p> <p>Prompt students to understand that they are setting a goal. If necessary, explain that identification of an area of improvement is choosing a goal and explaining how they could improve is the beginning of goal setting.</p>
<p>Differentiation:</p>	<p>Support</p> <p>For students who require additional support, this activity could be conducted one-on-one or in small group.</p> <p>Extend</p> <p>For students who require extension, discuss the concept of strengths. What strengths do they believe they had in their story? Ask students if they could apply the characteristics discovered to other parts of their lives. Students could also explore the concept of short-term and long-term goals.</p>
<p>Teacher Notes:</p>	<p>When discussing the setting of goals assess students understanding of a goal and introduce the idea of short and long-term goals.</p> <p>Short and Long-term Goals</p> <p>A short-term goal is something you want to do in the near future. The near future can mean today, this week, this month or even this year. A short-term goal is something you want to accomplish soon.</p> <p>A long-term goal is something you want to do further in the future. Long-term goals require time and planning and usually take 12 months or more to achieve.</p> <p>A useful way to plan goals is using the SMART planning tool:</p> <p>SMART stands for:</p> <p>S = Specific: Make your goals targeted at something you really want to achieve</p> <p>M = Measurable: Think about how you will know when have achieved your goal</p>

	<p>A = Assignable: Think about who might need to help you achieve your goal</p> <p>R = Realistic: Think about what things you might need to achieve your goal and all of the support and tools you need to complete it</p> <p>T = Time: Think about how long it might take you to achieve your goal. You can have milestones or mini goals along the way that you aim for, so you can take small steps towards achieving your bigger goal.</p>
Parent/Carer Participation:	<p>Students should be encouraged to discuss these activities with their parents or carers.</p> <p>Where students have completed a Poster as an Extension Activity of their story they can take it home for feedback from parent or career.</p>
Resources/links:	<p>The 'My Story' activity has been adapted and used with permission from "Hope Filled Engagement – new possibilities in life/career counselling" Gray Poehnell, Norman E. Amundson (2011)</p>

Alternative Lesson 1	Skills Role Play
Learning Intention:	Students can identify the skills needed in their everyday lives and role play how they would use those skills.
Victorian Teaching and Learning Model:	<p>Practice Principles:</p> <ul style="list-style-type: none"> High expectations for every student promote intellectual engagement and self-awareness <p>Pedagogical Model:</p> <ul style="list-style-type: none"> Explore <p>HITS:</p> <ul style="list-style-type: none"> Setting Goals Collaborative Learning Questioning Feedback
Mapping to the Victorian Curriculum F–10:	<p>➤ Drama – Level 7 and 8</p> <p>Strand: Drama Practices</p> <p>Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning.</p>
Assessment:	Formative assessment – In this lesson you should be assessing a student's ability to reflect on experiences in their life and develop future goals based on feedback from peers.
Terminology for the lesson:	<p>Interests: Things people like or things people enjoy</p> <p>Personal attributes: The things that make people unique, the characteristics that make up people's personality e.g. funny, kind, motivated</p> <p>Skill: A skill is a task or action that someone can do.</p> <p>Strengths: Strengths can include things people:</p> <ul style="list-style-type: none"> like about themselves (personal attributes) are interested in (interests/hobbies) can do well (skills) <p>Values: Values are the core beliefs that we consider very important to us in our personal and working lives. They define what you believe is important to your happiness and</p>

	<p>wellbeing. We may hold values such as loyalty, truthfulness, etc. A simplified definition may be ‘What is important to you’</p> <p>Beliefs: Beliefs are judgements about ourselves and the world around us.</p>
Prior Knowledge/concepts/skills:	Lesson 1 My Career Exploration
Equipment/Resources required:	<p>Post it notes</p> <p>Computer and Internet</p>
Lesson Duration:	1 lesson period
Lesson Description:	<p>Activity One</p> <p>As a class, brainstorm (on the board), all the things that someone could complete in one day, for example, wake up, eat breakfast, go to work, go to the gym, hobbies, sports, make dinner, get ready for the next day, watch TV and go to bed (give students Post-it Notes to write their ideas on and then stick on the board/wall).</p> <p>Activity Two</p> <p>Ask students to identify what needs to be done when completing these activities (skills). Explain that different actions may be needed in different settings – home, work, school. Support students to identify that these are called skills and that these can be improved when people practice them and that they are important to work.</p> <p>Activity Three</p> <p>Divide students into groups of 4 or 5 and ask them to pick one activity from the list on the board. Students will work together in their group to develop a role play that demonstrates what skills are needed to perform that activity well.</p> <p>Show example of YouTube clips – AFL Kicking Skills or Calgary Girls Basketball Academy</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=APcqcMlhDzY • https://www.youtube.com/watch?v=BvoNM7kOctU&app=desktop <p>Instruct students that in their role play all students must present part of a skill and they should script their dialogue as well as demonstrate the skills needed. Potential examples of role play could be learning to swim, riding a bike, playing a sport.</p> <p>Each group of students will present their skills role play to the class After all groups have presented, students share with the members of the group one skill they would like to improve and how they believe they can improve it.</p>