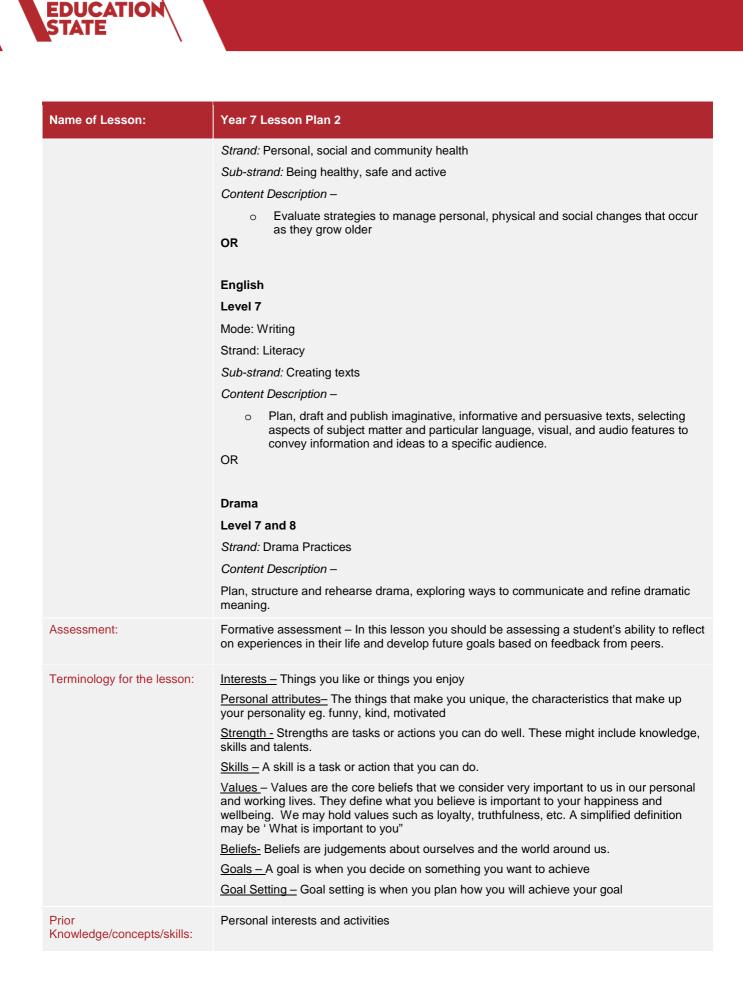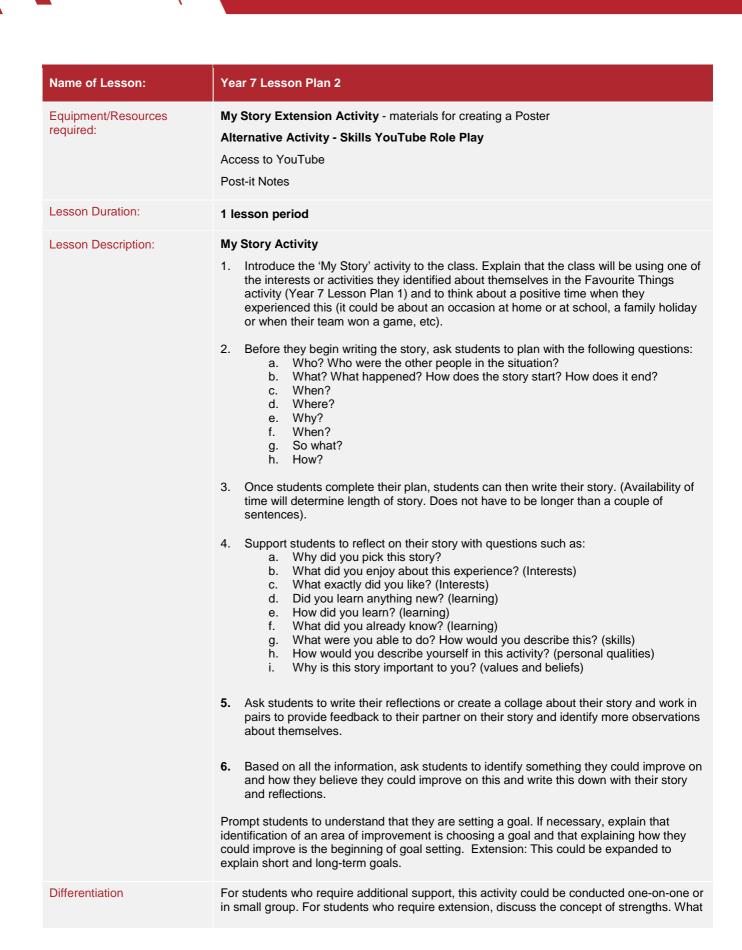# DESIGN MY CAREER

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:	Students develop a positive understanding of what they can do Students can reflect on feedback from others Students create one goal based on their own understandings and feedback
Success Criteria:	I recognise and can articulate my strengths I can reflect on feedback from others I am able to develop a goal based on feedback
Victorian Teaching and Learning Model	**Practice Principles: 1**. High expectations for every student promote intellectual engagement and self-awareness **Pedagogical Model:** Explore **HITS:** **1** Setting Goals **5** Collaborative Learning **7** Questioning **8** Feedback

Mapping to the Victorian Curriculum F-10:	**Personal and Social Capability**
	
	Level 7 and 8
	
	Strand: Self-Awareness and management
	
	Sub- strand: Development of resilience
	
	Content Description –
	
	   o Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement
	OR
	
	Strand: Social Awareness and Management
	Sub-strand: Relationship and diversity
	
	Content Description -
	
	   o Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those or others
	OR
	
	Healthy and Physical Education
	
	Level 7 and 8

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Name of Lesson:	Year 7 Lesson Plan 2

	Strand: Personal, social and community health
	
	Sub-strand: Being healthy, safe and active
	
	Content Description –
	
	    o Evaluate strategies to manage personal, physical and social changes that occur as they grow older
	OR
	
	English
	Level 7
	Mode: Writing
	Strand: Literacy
	Sub-strand: Creating texts
	Content Description –
	
	    o 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.
	OR
	
	Drama
	Level 7 and 8
	Strand: Drama Practices
	Content Description –
	Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning.

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:	Interests – Things you like or things you enjoy Personal attributes– The things that make you unique, the characteristics that make up your personality eg. funny, kind, motivated Strength - Strengths are tasks or actions you can do well. These might include knowledge, skills and talents. Skills – A skill is a task or action that you can do. 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" Beliefs- Beliefs are judgements about ourselves and the world around us. Goals – A goal is when you decide on something you want to achieve Goal Setting – Goal setting is when you plan how you will achieve your goal
Prior Knowledge/concepts/skills:	Personal interests and activities

Name of Lesson:	Year 7 Lesson Plan 2	
Equipment/Resources required:	**My Story Extension Activity** - materials for creating a Poster **Alternative Activity - Skills YouTube Role Play** Access to YouTube Post-it Notes	
Lesson Duration:	**1 lesson period**	

Lesson Description:	**My Story Activity**
	
	1. Introduce the 'My Story' activity to the class. Explain that the class will be using one of the interests or activities they identified about themselves in the Favourite Things activity (Year 7 Lesson Plan 1) and to think 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).
	
	2. Before they begin writing the story, ask students to plan with the following questions:
	    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?
	    d. Where?
	    e. Why?
	    f. When?
	    g. So what?
	    h. How?
	
	3. Once students complete their plan, students can then write their story. (Availability of time will determine length of story. Does not have to be longer than a couple of sentences).
	
	4. Support students to reflect on their story with questions such as:
	    a. Why did you pick this story?
	    b. What did you enjoy about this experience? (Interests)
	    c. What exactly did you like? (Interests)
	    d. Did you learn anything new? (learning)
	    e. How did you learn? (learning)
	    f. What did you already know? (learning)
	    g. What were you able to do? How would you describe this? (skills)
	    h. How would you describe yourself in this activity? (personal qualities)
	    i. Why is this story important to you? (values and beliefs)
	
	5. Ask students to write their reflections or create a collage about their story and work in pairs to provide feedback to their partner on their story and identify more observations about themselves.
	
	6. Based on all the information, ask students to identify something they could improve on and how they believe they could improve on this and write this down with their story and reflections.
	
	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 that explaining how they could improve is the beginning of goal setting. Extension: This could be expanded to explain short and long-term goals.	

Differentiation	For students who require additional support, this activity could be conducted one-on-one or in small group. For students who require extension, discuss the concept of strengths. What	

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	strengths do they believe they had in their story? Ask students if they think they could apply the characteristics discovered in their story to other parts of their lives.
Alternative Activity Mapping to the Victorian Curriculum F:10	**Skills Role Play** 1. <u>Learning Outcome:</u> Students can identify the skills needed in their everyday lives and role play how they would use those skills. 2. <u>Victorian Teaching and Learning Model:</u> • *Practice Principles* **–** 1. High expectations for every student promote intellectual engagement and self-awareness • *Pedagogical Model -* Engage/Explore • *HITS –* o 5 Collaborative Learning o 7 Questioning 3. <u>Mapping to the Victorian Curriculum F-10:</u> Personal and Social Capability Level 7 and 8 *Strand:* Self-Awareness and management *Sub- strand:* Development of resilience *Content Description –* o Discuss the range of strategies that could be used to cope with difficult tasks or changing situations. **OR** Critical and Creative Thinking Level 7 and 8 *Strand:* Questions and possibilities *Content Descriptions –* Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts. 4. <u>Lesson Description</u> a) Explain that students will be exploring who they are and what they can do. b) With the 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). c) 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 in

work.

d) 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.

e) Show example of YouTube clips – AFL Kicking Skills or Calgary Girls Basketball Academy
    a. https://www.youtube.com/watch?v=APcqcMlhDzY
    b. https://www.youtube.com/watch?v=BvoNM7kOctU&app=desktop

f) 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.

g) Potential examples of role play could be learning to swim, riding a bike, playing a sport.

h) Each group of students will present their Skills role play to the class

i) 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.

Teacher Notes:	When discussing the setting of goals assess students understanding of a goal and introduce the idea of short and long term goals. **Short and Long Term Goals** 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. 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. A useful way to plan goals is using the SMART planning tool: SMART stands for: **S =** Specific: Make your goals targeted at something you really want to achieve **M =** Measurable: Think about how you will know when have achieved your goal **A =** Assignable: Think about who might need to help you achieve your goal **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 **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
Parent/Carer Participation:	**Employability Skills** Employers often look for skills that go beyond qualifications and experience. These are employability skills. These are the skills that we develop and take with us from one life or work situation to another. They include: • ***Communication*** Are you a good communicator? Are you able to listen and understand, speak clearly and directly and share information? Are you confident speaking with people face-to-

	face or over the phone and can you compose written works that are appropriate to your audience needs?
	• **Team work**
	Can you work with other people? Can you work towards a team goal rather than personal glory?
	• **Problem Solving**
	Can you find solutions when faced with difficulties or set-backs? If you can't think of a solution immediately, do you have the capacity to develop a logical process for figuring things out?
	• **Initiative and enterprise**
	Can you think about the bigger picture, adapt to new situations, be creative and translate ideas into action?
	• **Planning and organising**
	Are you able to organise yourself, plan project timelines and meet deadlines?
	• **Self-management**
	Can you take responsibility for your actions and work independently? Are you able to stay on top of your own deadlines and delegate as appropriate to ensure tasks are completed?
	• **Learning skills**
	Do you want to learn new things and are you able to pick them up quickly?
	• **Technology**
	Do you have a range of IT skills, are you able to apply IT as a management tool and to organise data and are you willing to learn new IT skills?
Parent/Carer Participation:	Students should be encouraged to discuss these activities with their parents or carers.
	Where students have completed a Poster as an Extension Activity of their story they can take it home for feedback from Parent or Career.