

DESIGN MY CAREER

MY CAREER EXPLORATION – YEAR 8 LESSON ONE

Name of Lesson:	Year 8 Lesson Plan 1
Learning Intention:	The purpose of the lesson is for students to begin to explore the concept of change and identify the qualities they admire in others.
Learning Outcome:	<p>Students can identify the ways that they have changed.</p> <p>Students can identify personal qualities they admire in others and how these can lead to success.</p> <p>Students understand that there are strategies they can use to cope with changing or challenging situations.</p>
Success Criteria:	<p>I can identify how I have changed since year 7.</p> <p>I recognise that I will change in the future and understand that I can use strategies to cope with change and the challenges it brings.</p> <p>I can articulate qualities I admire in others.</p>
Victorian Learning and Teaching 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"> • Engage <p>HITS:</p> <ul style="list-style-type: none"> • Setting Goals • Collaborative Learning • Questioning • Metacognitive Strategies
Mapping to the Victorian Curriculum F–10:	<ul style="list-style-type: none"> ➤ 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 ➤ Personal and Social Capability – Level 7 and 8 Strand: Self-Awareness and Management Sub-strand: Development of resilience Discuss the range of strategies that could be used to cope with difficult tasks or changing situations. ➤ Health and Physical Education – Levels 7 & 8 Strand: Personal, Social and Community Health Sub-strand: Being healthy, safe and active Investigate the impact of transition and change on identities.

<p>Assessment:</p>	<p>Pre-Assessment Year 8</p> <p>Students complete the Pre-Assessment handout designed to explore their pre unit understanding of key terms and knowledge, at the beginning of the lesson.</p> <p>(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>Formative assessment – Assess students’ understanding of change and their ability to articulate the qualities they admire in others</p>
<p>Terminology for the lesson:</p>	<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 particular 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 you decide on something you want to achieve.</p> <p>Goal Setting: Goal setting is when you plan how you will achieve your goal.</p>
<p>Equipment/Resources required:</p>	<ul style="list-style-type: none"> • Pre Assessment handout • Whiteboard or butchers paper for notes • Internet access (or biographies) for research
<p>Lesson Duration:</p>	<p>1 lesson period</p>
<p>Lesson Description:</p>	<p>Activity One</p> <p>In a class discussion, ask students to suggest people they admire (prompt with suggestions of parents, friends, teachers, sporting coaches etc). Select one person they admire and as a class, highlight the specific attributes and strengths of that person. Suggested questions include:</p> <ol style="list-style-type: none"> a) What the person likes (interests), b) What the person can do (skills) c) What is important to that person (values) d) Why is the person important to you? e) What do you like most about them? f) What things do you think make them unique? g) What do you believe are their strengths?

	<p>Activity Two</p> <p>As a class explore the person’s life, including their achievements and the challenges they have experienced to prompt a discussion about change and growth. Discuss with students change is not necessarily negative and that there are strategies and ways to cope with change. Explore how certain personal attributes, skills and strengths mentioned above supported the change and growth. Suggested questions include:</p> <ol style="list-style-type: none"> What challenges have they experienced in their lives? How did they overcome them? What do you think they learned from those challenges? What things have they achieved in their life? What have you learned from them?
	<p>Activity Three</p> <p>Ask students to choose someone they admire. It does not have to be someone they know, and ask them to research the person to answer the questions above. Ask students to develop a timeline of that person’s life and include major achievements/challenges to highlight growth. Time permitting students can display their information as a poster, multimedia presentation or written report about their person.</p> <p>As a class, students can share who their person is and why they admire them, identifying what qualities they believe led them to be successful and the ways that person changed throughout their life.</p>
Differentiation:	<p>Support</p> <p>Vulnerable students may require additional support to identify a role model in their lives. Work one-on-one or in a small group to focus on identifying positive people (real or fictional) in their lives.</p> <p>Extend</p> <p>Students could identify the ways that they could apply what they have learned about the person to their own lives. For example, if a student has identified that the person they admire displayed persistence in achieving goals, they could focus on persistence in their lives.</p>
Teacher Notes:	<p>NOTE – For teachers utilising these lessons from 2020 onwards the Favourite Things (or Class Bingo alternative) activities (Year 7 Lesson Plan 1) should be conducted before the ‘Who I Admire’ Activity. A shorter version of this lesson can be conducted where students complete the handout and compare the similarities and differences from Year 7.</p> <p>Students who have not completed the Favourite Things should reflect on the things that have changed since year 7 or complete the activity for the first time and discuss what they discover. Adjust timing of the activity to suit the inclusion of the activity above.</p>
Alternative Activity:	<p>‘Using Strengths’ activity – Approx. 30 minutes</p> <p>This activity can be found in Resilience, Rights and Respectful Relationships Level 7–8 (page 23-25).</p> <p>https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=2cb0472f-c903-4c2d-a053-a330df31eefe&SearchScope=All</p>
Parent/Carer Participation:	<p>Students should be encouraged to discuss their ‘Who I admire’ activity with their parents/carers.</p>
References/Resources/Links	<ul style="list-style-type: none"> My 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) Career Education Association of Victoria – Year 8 Career Education: Exploring Careers, 2015 Career Education Association of Victoria – Career Planning: My Career Capabilities, 2015

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