



Teachers' notes

Year level
Year 6, 7, 8, 9, 10

VELS
Level 4, 5, & 6



Time One hour

Purpose

Self identification by students of what they are good at and not good at using a model of six types of intelligence, with six associated learning styles, likes and abilities.



Rationale

It is important for young people to know what they are good at and to reflect on the way they think and the way they learn best.



Activities

1. Discuss with the students the ways they learn things.
2. Work through the different *Pizza Smarts descriptions* of what they like to do, what they are good at and the way they learn on the handout. If appropriate for the ability level of your students use the definitions sheet as well. The *Pizza Smarts definitions* sheet is more appropriate for older students. Only use this sheet if it is appropriate for the ability level of your students.
3. Give students time to reflect on how they learn, what they are good at and what they like.
4. Get students to fill in their pizza with:
5. Ways they are clever for each of the smarts
6. Examples of careers that would use those smarts

Further activities

- Get enough empty small pizza boxes for students to decorate and keep as their personal profile and treasure chest.



Resources

- Copies of *Pizza IQ*, *Pizza Smarts descriptions* and *Pizza Smarts definitions* (for older students) sheets (2-3 pages) for each student
- Pizza boxes – one per student
- *Youth Central* website at <http://www.youthcentral.vic.gov.au>
- Identifying step in the My Guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au>

Victorian Essential Learnings (VELS)

Level 4, 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 7, 8, 9, 10

VELS
Level 5 & 6



Time One hour (plus further activities homework)

Purpose

Identify personal abilities and consider ways to build on strengths and deal with weaknesses.



Rationale

Personal abilities are important for students to consider when they are looking at future experiences, including jobs and careers. Students need to be able to identify their strengths and weaknesses. They need to consider ways to build on their strengths and consider ways to overcome and deal with their weaknesses.



Activities

1. Teacher facilitates discussion on abilities, strengths and weaknesses.
2. Students complete their own My abilities sheets, sharing their experiences as they complete the sheets, in pairs or small groups.
3. If the students in the class know each other well, get them in pairs to complete the ratings of abilities for their partner. Students then discuss these ratings and compare them with their self evaluation ratings.
4. Students consider how their strengths and weaknesses may influence their future experiences. This can be done in small groups or as a class activity. Students discuss what impact this may have on possible careers.
5. Students list their abilities under the seven categories from the Job Guide and identify categories of work that they are good at. They can then explore these further to identify any other possible jobs.

Further activities

- Students undertake a goal setting exercise to plan how to deal with their weaknesses.
- Students discuss the completed worksheets with their parents, who can provide a written comment.



Resources

- Copies of *My abilities* sheet for each student (3 pages). A second copy may be needed for each student if they complete the rating for another student in the class
- Youth Central website <http://www.youthcentral.vic.gov.au/>
- Identifying step in the My Guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- Job Guide – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year levels

Year 7, 8, 9, 10

VELS

Level 5 & 6



Time One hour (plus further activities homework)

Purpose

Identify individual interests and their relationship to abilities, and to work and leisure.



Rationale

People's interests influence their life experiences, including jobs and careers. Students need to identify their interests and understand how they are connected to their abilities in a two way direction i.e. interests can strengthen abilities and abilities can develop interests. Some people are fortunate to find work that interests them. Others pursue their interests through their leisure activities.



Activities

1. Teacher facilitates discussion on the variety of interests.
2. Students identify their interests by completing the worksheet. They can share their experiences in pairs or groups as they complete the sheet.
3. Students compare what they are good at (from their *My abilities* sheet) and what they enjoy and discuss in groups.
4. Students identify strategies they currently use for dealing with having to do things that they do not enjoy. Discuss these strategies with the whole class.
5. Students identify whether these strategies could be applied in a work context or any other strategies that could be used.
6. Students explore ways of pursuing their interests through work and/or leisure. They can identify different types of work and specific jobs as well as leisure activities.
7. Discussion following this should cover the point that some people are fortunate to find work that interests them, while others pursue their interests (by choice or otherwise) through their leisure activities.

Further activities

- Students discuss the completed sheets (for *My abilities* and for *My interests*) with their parents, with a written comment being provided by the parents.



Resources

- Copies of *My interests* sheets for each student (4 pages)
- *Youth Central* <http://www.youthcentral.vic.gov.au/>
- Identifying step in the My Guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year level

Year 7, 8, 9, 10

VELS

Level 5 & 6



Time One hour

Purpose

Identify personal values to assist in the decision making process.



Rationale

Values are personal beliefs, viewpoints, attitudes and outlooks on life. The ability to recognise and discuss personal values is necessary in the decision making process, and understanding values is an important part of career decision making.



Activities

Values can be very personal things and students should be given the option not to participate in discussions about their own personal values if they are not comfortable with this.

1. In small groups, students discuss the five questions on the Values worksheet. Each group member records the answers. These may then be shared in a brief class discussion.
2. Students individually answer questions on the *What is important to me* handout.
3. Students discuss the results (as much as they feel comfortable with). Major values can be identified and written down.
4. The teacher facilitates a discussion on:
 - Where do our values come from?
 - How much are we affected by families, school, social institutions, religions, the media and our peers?
 - How do people learn to identify and understand their values?
 - How do they know what to value?
5. Using the Identifying my values handout, students individually work through the list of values and rate each term according to how important it is to them. This may be done individually and discussed in pairs.
6. In small groups students choose a selection of jobs and identify values that are important in these jobs.

Further activities

- Get all students to stand in a line and then call out instructions, e.g. "Two steps forward if you think that jobs that earn more money are more important, one step sideways to the right if you think environmental issues should be more important than job losses, two steps back if you think liking a job is more important than earning lots of money, etc.". The teacher makes up other instructions. At the end, students end up all over the room and it illustrates the different values people hold. This activity should be done quickly enough, so that it is not divisive.



My values

Resources



- Copies of *My values*, *What is important to me*, *Identifying my values* handouts for each student
- *Youth Central* <http://www.youthcentral.vic.gov.au/>
- Why do people work? in the Preparing / Reviewing step in the My guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion
	Personal Learning	The individual learner Managing personal learning
	Civics and Citizenship	Civic knowledge and understanding Community engagement
Interdisciplinary Learning	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition



Teachers' notes

Year levels

Year 7, 8, 9, 10

VELS

Level 5 & 6



Time One hour (plus further activities homework)



Purpose

To obtain some insight into what others think they are good at and what this means for themselves.



Rationale

Other people's perceptions of yourself, can assist you in reflecting on your own abilities. It can confirm the view you have of yourself, or raise awareness of other strengths and weaknesses you may need to consider.

Activities

1. Distribute one card to each student in the class (make sure you have as many cards as there are students). Ask them to award it to the person they think deserves it most. Students can only receive one award.
2. Once cards have been awarded ask students to think about the award they have been given considering the following:
 - a. Were you surprised at what award you were given?
 - b. What sort of abilities would you need to do this?
 - c. Rate your own belief that you might do this from 0 - 10 i.e. how accurately does this fit with your image of yourself?
3. Get students to write about what their life would be like if they ended up doing this.
4. Discuss the life scenarios they have created with others in the class.

Further activities

- This series of activities could be repeated using the rest of the cards.
- Teachers could develop their own set of cards.



Resources

- One copy of the *How others see me* handout cut into separate cards for distribution
- Youth Central website <http://www.youthcentral.vic.gov.au/>
- Identifying step in the My Guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- Job Guide – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Interpersonal Development	Building social relationships Working in teams
	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 7, 8, 9, 10

VELS
Level 5 & 6



Time One hour



Purpose

Identify and present positive perceptions of self.



Rationale

Students need to view themselves in a positive way in order to develop their self-image. By identifying their personal strengths and learning how to present a positive view of themselves to other people, they will be better able to promote themselves for positions such as an employee, team member or volunteer.

Activities

1. Students brainstorm ideas about how products are marketed, considering the strategies advertising agencies use to promote and sell products. Note how only positive features are usually 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 *Promoting myself* sheets.
4. Students 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.

Further activities

- In small groups students identify strengths needed for jobs they know about. For younger students, this activity could be done for occupations associated with school i.e. teachers, principals, administrative staff, grounds people, bus drivers etc. For older students a selection of newspaper job advertisements could be used.
- Students' advertisements are displayed around the classroom and a peer assessment completed, using the advertising checklist from the *Promoting myself* checklist handout as a guide.



Resources

- Copies of *Promoting myself* sheets for each student (2 pages)
- A variety of magazines and newspapers including examples of advertisements
- Identifying step in the My Guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Information and Communications Technology	ICT for visualising thinking ICT for communicating
	Thinking Processes	Reflection, evaluation and metacognition