Promoting myself

CAREERS AND TRANSITION

Teachers' notes

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