



Developing Future Careers Through Personalised Guidance - guidEU

Training Toolkit



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1. ABOUT THE PROJECT

The guidEU project responds to the Europe 2020 priorities in the area of education and training, youth and early school leaving in the context of globalisation, free cross-border movement of workers and labour market integration.

The project's main aim is to prevent early leaving from education and training, and disengagement from the labour market through the provision of a personalised, high-quality career guidance system and tools supporting pupils with career explorations. The project sets up to build strong links between schools, training institutions, employers and parents, across countries, to best link curricula to international employment opportunities, reduce mismatches in skills and career choices.

The complex career guidance system will be a stable support to the academic rigour, appropriately resourced, building strong connections with institutions involved in career guidance and counselling, as well as collaborative school networks. Indirectly, the project will harness the potential of future human resources. Professionalised career guidance helps young people to develop their personality and career potential, as well as their employability skills, underpinning success in further employment.

The project consortium is a dynamic partnership engaging both private and public schools, organisations and institutions active in the field of education/training coming from four countries: Poland (OIC Poland Foundation - Project Coordinator & Zespol Szkol Ogolnoksztalcacych), Cyprus (Eurosuccess Consulting & Highgate Private School), Spain (Instituto Secular "Hijas de la Natividad de María" - CPR Nuestra Sra del Carmen) and Turkey (ANTALYA IL MILLI EGITIM MUDURLUGU).

2. CAREER DEVELOPMENT INTRODUCTION

This training toolkit for career development is designed to assist students in developing the knowledge and skills that will help them make informed and careful decisions about their educational and career goals. The ultimate outcome is that students will feel secure and confident about their post-secondary transition plans. They will have acquired an awareness of their interests, abilities and possibilities that will guide them in making conscious decisions for their future.

3. TEACHING PACKAGE

3.1. Concept of career guidance at school

Careers Education and Guidance (CEG) is comprised of career education and career guidance as distinct components. Both of these components are essential in helping students to become confident and knowledgeable about their post-secondary transition. Whereas career education is the taught element of CEG, whereby students gain knowledge and learn skills about the work and studies after school, career guidance involves one-to-one and small group tutorials that aim to offer more personalised guidance. The latter gives students the opportunity to discuss issues related to their expectations for work and study in detail. Though distinct, education and guidance are interrelated and complementary: students will need both components in order to guide them effectively.

3.2. Objectives and assumptions of career guidance (why it is important)

Careers Education and Guidance contributes significantly in helping young people prepare for the opportunities, responsibilities and experiences of life outside school. It helps them to make decisions and manage transitions as learners and workers. Moreover, it enhances personal and social development. There is a constant growth in available choices for students and therefore high-quality CEG becomes more important than ever. Young people face an enormous set of pressures in making the right decisions regarding their futures and well-aimed guidance can support them throughout this challenging process.

Career guidance is thus important because it helps students become aware of their academic aspirations and develop positive attitudes towards their learning trajectory. The main goal is for all students, irrespective of their academic abilities or outcomes, to reach their potential and have an optimistic outlook on their future after school. They should use the knowledge gained from their career guidance and education whenever applicable.

Career education and career guidance essentially helps students gain the self-knowledge they need to make informed decisions. By going through different activities specifically designed for CEG and having one-to-one meetings with a qualified career counsellor, students will become more conscious of their likes and dislikes. Through lessons in career education that are creative and interactive, students gradually develop the self-knowledge required to make well-informed choices about their life after school. It will provide students with a sense of direction and purpose that, in turn, has an immediate effect on students' happiness and success.

Coupled with increased self-awareness, students should also develop realistic expectations about career opportunities. It is important, therefore, they learn about opportunities in the labour market and the various lifestyles associated with respective careers. Questions dealing with work-life balance, income, opportunities for growth and development should all be a part of the guidance element of CEG. Both career education and career guidance should aim at developing realistic expectations.

3.3. Needs of career guidance in the face of the labour market

The needs of the labour market are constantly changing and it is hard to predict what jobs and skills will be needed in five years – let alone in ten or twenty years. While we can't predict the future, teaching should always aim to find the right balance between theory and practice in order to present a broad and balanced outlook. Hence career guidance should involve exposure to the labour market and inviting professionals as guest speakers. Students need to have a realistic understanding of the labour market and be introduced, and to cultivate and promote 21st century skill within schools. All activities assigned to students should target 21st century skill including the following:

- Independent learning
- Collaboration/teamwork
- Planning and research skills
- Communication skills (oral and interpersonal)
- Personal and social skills
- Critical and creative thinking skills
- Non-verbal and verbal reasoning
- Literacy and numeracy
- Cross-cultural understanding
- Problem solving and decision making
- Computer literacy
- Obtaining knowledge and information
- Time management
- Self-discipline, motivation and perseverance
- Enjoyment and self-fulfilment

3.4. Description of target group (to whom we are providing the career guidance in the school)

The target group is secondary school students from years 7 to 12 (ages 12-17). This group will receive career education on a regular basis.

3.5. Principles of working with pupils in terms of career guidance

As discussed above, career guidance involves a complete package including individualised support, exposure to the labour market, developing self-knowledge to make the correct choices, and awareness of one's preferences. All of this needs to be addressed with consideration of the 21st century skills and the various ways in which students can raise their employability. The list of necessary requirements and skills is potentially unlimited. However, below are a few important principles of working with pupils in terms of career guidance.

- Plan for lessons that are relevant to the developmental stage of each of the year groups.
- Create awareness of students' personal freedom in making decisions.
- Making sure that career decisions are based on individual student's interests and abilities.
- Develop realistic expectations and awareness of employability.
- Giving as much as possible individualised support and dealing with any obstacles or problems students face.
- Students need to feel safe and that confidentiality is secured.

4. GENERAL GUIDELINES FOR DELIVERING CAREER GUIDANCE FOR PUPILS

General guidelines for delivering career guidance for pupils

Career education should be an integral part of the curriculum. There are a few practical considerations that need to be addressed. Firstly, some lessons require an ICT lab and most of the time it is advisable for students to bring their own smart devices. Secondly, students should be made aware of the objectives of each of the lessons and lesson activities. Thirdly, ideally the school has some useful relationships with employers and can provide students with a list of possible institutions that are of benefit to the students – institutions that can help them with the work learning experience. Fourthly, the school should be able to offer students courses and options for improving their employability. With a wider range of available subject choices students have better chances to meet the criteria for their further education and/or employment.

5. SPECIFIC ROLE OF CAREER COUNSELLOR

The career counsellor needs to help students to match their talents, abilities and interests to the possibilities for their further education and the labour market. Aside from this the career counsellor needs to help with all the logistics involved in choosing and applying for universities and colleges. They need to help students with the application process. This is more than just a practical matter as it needs to consider all different aspects of life after school, including where a student wants to live, what type of further education they wish to pursue and the various financial aspects. This process needs to be dealt with delicately as it does not involve just practical matters but can bring up many issues related to career choices including parental expectations, student's self-image and peer pressure.

6. FORMS AND ACTIVITIES THAT SHOULD BE INCLUDED IN CAREER COUNSELLING

See Appendix C for forms. See below for some activities specific to each of the target year groups.

7. IMPLEMENTING THE TEACHING PACKAGE

The teaching package has been designed as a series of two forty-minute lessons. This is to allow students to research the topics in depth and provide the teacher an opportunity to extend and challenge their classes.

Some schools will have only a single lesson per week to teach this lesson, while others will have classes of differing lengths. The lesson plans are designed as a guide for a teacher to modify, enhance, abbreviate or elaborate on. The content is universal and can be customised for use in a number of environments. Teachers and career guidance officers should have an awareness of the nature, abilities and needs of their specific groups of students.

8. YEARS 7 & 8

Students are in a transition period between primary and secondary education. In some locations, depending on the structure of the education system, they may be in either the senior years of primary education, or they will have already moved to a secondary establishment. Students will be starting to form an awareness of higher level examinations however will be mainly focused on adapting to secondary life and developing the skills needed to flourish in their new environment. This is an opportunity to introduce students to a range of transferable skills that they can develop as they progress through the career guidance programme. Therefore the following activities are recommended:

- Activities that will help students set attainable goals and action those goals.
- An understanding of teams and leadership.
- Students will conceive and develop a product, noting how they can increase value of an item.
- A marketplace activity that requires students to use financial literacy skills, interpersonal communication skills, planning and problem solving.
- Students will be introduced to the process of self-reflection and personal evaluation.

9. YEAR 9

In some education systems students will be making choices regarding which subjects they will study for their high school examinations, while others may have just joined the secondary system. Regardless of system, students will be starting to consider choices in their studies. Therefore the following activities are recommended:

- Activities that will help students learn about what subjects in school lead to different professions.
- Students will complete a questionnaire:
 - Identify the strengths and the skills of the students.
 - After the questionnaire is completed, both students and counsellors can set targets based on the needs of the students' skills that students need to be improved in school. Guidance and support are given to the students to achieve those goals.
 - Review dates are implemented. This questionnaire can be given at the beginning of Year 9 and will be reviewed halfway through the year to monitor if the targets set are reached and new ones can be set.
- Students will play career games to test the knowledge of the students. Games such as the following to enhance the knowledge of the students in careers education:
 - Questions asking to describe the profession without giving a name and the students need to guess what the name of the profession is.
 - Questions on skills - what skills are needed for which professions. Students need to guess the profession according to the skills. For example, student will be asked "what profession requires good knowledge in drawing?" and the students will have to find the answer. They may say an artist or an architect.
- Students will learn life skills that they will be able to use throughout their academic and working lives and they will build on throughout the career education process:
 - Goal setting.
 - An understanding of effective communication.

10. YEAR 10

Activities in Year 10 are based on exploring different professions as well as building desirable workplace skills. They will also go through their work learning experience. Therefore the following activities are recommended:

- Organisational tools in order to encourage effective use of time and reduce stress.
- A personal SWOT analysis to increase their understanding of their skills and qualities and identify points for development. This is a precursor to creating a personal development plan.
- Online aptitude test.

- Write as many professions as they know and choosing a career that interests them.
- The placement of the work-learning experience.
- Relate the work-learning experience to themselves. Students will carry out some research on different professions in areas such as nature of work, working hours, if it includes travelling, if it's strictly office work, etc. Through their research, they will understand if it coincides with their interests and strengths. For example, someone cannot study to become an accountant if he or she does not like mathematics.
- Interview a professional.

11. YEAR 11

By this year, students will need to have a clearer idea of their strengths and where their career path may lie. Therefore the following activities are recommended:

- Attend career fairs and talk to university representatives.
- Explore the different positions and professions in the school community.
- Job shadow: spend a week with an employee within the school.
- Prepare a video presentation that shows the interview with one employee of the school.
- Role-play: Act out a job interview and think of all the different type of questions that might come up.
- Play a game with ethical dilemma scenarios and discuss their responses in the situations.
- Plan a future activity. Students write down a list of universities they would like to attend and look at the entry requirements for the universities.
- Considering short, medium and long-term goals and create a personal development plan.

12. YEAR 12

Students are in the last stage of their secondary schooling. Therefore the activities are mainly aimed to help them with life after school such as finding the right university, job or any other further career choices. Therefore the following activities are recommended:

- Start the tertiary education application process and learn how to write a personal statement.
- Learn how to write curriculum vitae and learn about life skills needed after school.
- Identify the life skills they need to work on.
- Create a guiding vision statement that can be used in goal-setting and personal development planning.

APPENDIX A – LESSON PLANS

Lesson Plan 1 - Year 7

S.M.A.R.T. goals

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: Students can move from self-evaluation (Activity 1) to setting S.M.A.R.T. goals for themselves (Activity2) without doing the group goal-setting exercise.

Aims and objectives

The ability to self-evaluate is an important skill that students need to develop in order to understand their needs. It is also a necessary part of establishing relevant goals.

Understanding the basics of establishing goals gives students the ability to have to create purpose and direction in their studies. The S.M.A.R.T. goals model (Specific, Measurable, Achievable, Realistic, Results-focused and Time bound) offers a good structure on which to develop their goals setting skills.

Learning Outcomes

- Students carry out a self-evaluation to focus on their needs and strengths.
- Students articulate a goal based on their self-evaluation.
- Complete the S.M.A.R.T. goals sheet to support their goal.

Step by step guidelines (starter, main, plenary)

Starter

‘A pat on the back’ activity – hearing about your strengths from your classmates.

- Students have post it notes on which they will write positive words or messages about their classmates.
- Students move around the classroom sticking the post-its on each other’s backs.
- Returning to their seats they will remove the post-its and read them.
- Students will then write a post-it note to themselves about something they have done recently or something they like about themselves.

Main (Remove note once edited: Numbers have been added to the steps in the main section for each lesson)

1. Explain to students that one of the first steps in setting goals is understanding who we are – our strengths and our weaknesses.
2. Students will fill out the self-evaluation form (Activity 1).
3. Ask the students to work in pairs to discuss the following:
 - Looking at the evaluation forms, can you identify an area that you could develop?
 - What goals could you set yourself to develop your skills or qualities?
4. Introduce S.M.A.R.T goals (Specific, Measurable, Achievable, Realistic, Results-focused and Time bound) goals.
5. Split the class into groups of 3-5 students. Give an example goal to the class: "Here's a goal I have set myself this year. Can you help me make it S.M.A.R.T.?" You may for example say "run a marathon" or "learn a new language". Each group can come up with ideas of how you can apply the S.M.A.R.T. model.
6. Get the teams to present their different answers. Allow the class time to offer constructive feedback to each group. Did they groups come up with similar plans? Did they apply the S.M.A.R.T. model ?
7. Refer the students back to their self-evaluation forms and the goals they came up with to develop themselves. Using this goal, students can complete the S.M.A.R.T. goals form (Activity

Plenary

Using the 'Tweet Sheet', students write a tweet in 140 characters explaining to the 'twittersphere' what S.M.A.R.T. goals are or why they are useful (Activity 3). They can then share this with the class. Examples of tweets you can share are:

"Being SMART help me focus and tell me when I know I have achieved my goals #goals #achieve #stayfocused "

"If you make your goals SMART you can see your progress. It means goals are realistic and achievable #getSMART #lifegoals"

Methods and Tools

Post-it notes, basic stationery, self-evaluation form, S.M.A.R.T. goal form, 'Tweet sheet'.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 2 - Year 7

Team building - roles

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: You can reduce the number of team building exercises (Activity 2).

Aims and objectives

Throughout our lives, whether it is in school, sport, work or engaging in other activities, we will be required to work as a part of a team. Not everyone can be – or should be – a leader. Understanding the basic roles within a team will help students understand the important contribution we can all make when working together.

Learning Outcomes

- Students develop their understanding of the different roles with a team.
- Students practice their team building skills.
- Students develop their communication skills.

Step by step guidelines (starter, main, plenary)

Starter

Asking students the following questions:

- Who is the most important part of a team? (Typically they would answer 'the leader'.)
- Can you explain your answer?
- Can they name other roles within a team?

Main

1. As a class, work through Belbin's 'Roles Within a Team' sheet (Activity 1).

Action Oriented	Shaper	Challenges the team to improve
	Implementer	Gets the job done
	Completer-Finisher	Sees the job through
People Oriented	Co-ordinator	The person who guides the team to meet their objectives
	Team worker	Provides support, and makes sure the team works together
	Resource investigator	Innovator and explorer

Thought Oriented	Plant	Comes up with new ideas and approaches
	Monitor-evaluator	Analyses and evaluates ideas
	Specialist	Has specialist knowledge needed to get the job done

2. Sort the students into groups. Explain the task on the team building activities sheet (Activity 2 -Team building exercises). Tell them you will assign them all a role, and they are not to share their role with the group – just do it. Secretly assign them all the role of leader (Activity 2 roles).

3. Once completed, ask the students the to do the following:

- Identify the roles of others in the group.
- What difficulties occurred?
- What did you do well as a team?
- What happened when everyone was trying to be a leader?

4. Staying in the same teams, students are given a second task. They are again assigned a secret role – this time it will be varied. Once completed, ask the students the following:

- Identify the roles of others in the group.
- How did this differ from the first time you did the task?

Plenary

Review the questions:

- Who is the most important part of a team?
- What happens if everyone tries to be a leader?
- Thinking about your own strengths, can you identify a role that you would be most comfortable in?

Methods and Tools

Roles within a team form, team-building activities sheet, team roles sheet, basic stationery, group work and discussion.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future

Lesson Plan 3 - Year 7

Brainstorming – increasing value

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: Students can work on a single design during the main part of the lesson (point 5). Brainstorming for their 'marketplace' item can be done outside of class in their teams (point 10.) Alternatively you can split this over two sessions. During the second class students can bring in their own materials, (or you can provide art and craft materials) to create their products (points 9 and 10).

Aims and objectives

Brainstorming improves critical thinking and problem solving skills. It allows students to think creatively to find solutions to a range of problems, and can benefit them as individuals or when working within a team.

Learning Outcomes

- Students develop an understanding of brainstorming.
- Students practise brainstorming as part of a team.
- Students understand how to increase value.
- Students create a product that can be developed for the 'Marketplace'.

Step by step guidelines (starter, main, plenary)

Starter

Choose a simple object as a 'prop'. It may be anything you have in the classroom, or something you have chosen specifically. Improvise a use for that object that is not its common use. Pass the object around asking the students to come up with a different use for the object. It is not allowed to be the same as anything already used by another student.

For example, a waste paper basket can be a bongo drum, a hat, a giant nose, a flowerpot. Encourage the students by modelling examples.

Main

Brainstorming is when we look at a problem and think of creative solutions. When we brainstorm as a team we can bounce ideas off each other. There are no right or wrong answers, and no idea is too radical – everything and anything should be considered!

1. Organise students in teams (these will be their teams for the marketplace exercise – see Lesson Plan 4).

2. Show students a plain white t-shirt. This can be one you bring in, or show them the t-shirt template (Activity 1).

3. Ask the students:

- How much do you think this plain white t-shirt is worth – what would you pay for it?

We want to find out what value the students place on the item. This creates a benchmark.

4. Ask the students to brainstorm ideas in their teams and come up with ways to change the t-shirt to increase its value. Explain to them that this means they would want to pay more money for it.

5. Students draw their ideas on the t-shirt template. Encourage them to come up with as many ideas as possible.

6. Ensure all team members are participating and sharing their ideas.

7. Ask the teams to select what they consider is the design that most increases the value of the shirt.

8. Teams then present what they think is their best idea to the class.

For each design ask the students:

- Why was *this* idea the one you chose as a team?
- What was the craziest idea your team had?
- How much do you think this t-shirt is worth now?

9. Point out to the students that, by taking something simple and making modifications, you can increase an item's value.

10. Present a range of basic items (Activity 2). Teams are to choose one item. It is their task to modify this item in order to create a product that they can sell at the upcoming marketplace.

11. Give them time to brainstorm as a team. Once they have come up with ideas within their groups you may then allow the students to look online for ideas – Etsy and Pinterest are excellent places to get further inspiration.

Plenary

Each group will present all their ideas - including the final idea that they will develop for the marketplace. They should acknowledge if they used an online source as inspiration, however their idea must not be a copy of something they have seen online!

Note: In their teams, students are to produce their products ready to sell at the marketplace. This can be a task that is allotted class time or can be done as group homework. If it to be done as group homework, ensure students are grouped so they are able to work together outside of class.

Methods and Tools

A 'prop' object, basic stationary, a range of common items that can be developed into products. Smart devices, Internet.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 4 - Year 7

The marketplace

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: The checklist and marketplace stall preparation can be completed as group project work outside of class.

Aims and objectives

The aim of the marketplace activity is threefold. Firstly it gives the students a focus for the development of their product and feedback on their work from their 'customers'. Secondly it encourages planning and teamwork as they develop their product and take it to market. Thirdly it encourages financial literacy skills as they consider value, cost and profit, and deal with transactions.

This lesson is focused on the planning and preparation for the marketplace.

Learning Outcomes

- Students consider the cost, price and profit of their product.
- Students develop their teamwork and planning skills.
- Students complete preparation for the marketplace activity.

Step by step guidelines (starter, main, plenary)

Starter

Students separate into their marketplace teams. Each team presents to the class an example of their completed product that they prepared earlier.

Main

1. Each team is given the marketplace checklist. The list has a few considerations already filled in (Activity 1). Go through the list of considerations answering any questions from the teams.
2. Teams should go through and complete each section of the checklist, before adding in any tasks they need to do in order to be ready for the marketplace. Where necessary, tasks should be assigned to a specific team member.
3. Moving between teams, check they have completed the form. Review the items the teams have added to the list. Ask the students about the roles they have within the team to ensure everyone is contributing to the task.

4. Ask the teams to explain the cost of their product and price they will sell it at. Check they are fully prepared for the marketplace. Do they have any outstanding tasks and, if so, how will these be completed?
5. Once the checklist is complete, students can prepare for the marketplace by creating their stall signage, planning their display and, if necessary, finishing off their products.
6. All checklists for the task will be handed in as part of the evaluation lesson. Depending on school assessment requirements, these may be graded.

Plenary

Students can complete any preparation for the marketplace.

Methods and Tools

Market checklist, basic stationery, art supplies, items for the marketplace (including product, signage etc.), group work.

The Marketplace

The marketplace is a small bazaar that can be held on school grounds. For example, the school hall. Here the students will set up stalls with the products, stall signage and displays they have created to market their product. They will attempt to sell their products to their fellow students.

The marketplace can be held at a time suitable for students from all classes so they can participate, for example over a lunch break. It may also be appropriate to encourage family and friends to come and support the students.

Profits of each stall can be donated to a cause the students choose.

It is recommended to keep product prices under a certain amount. This amount can be set by the school. For example, all products must cost customers no more than €2.00. This is a factor the students will have to allow for when designing and producing their products.

The marketplace can be a small event, or it can be a larger event where students can apply their financial literacy skills in context. This is typically a fun event and students enjoy the interaction with their 'customers' and working out their profits.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 5 - Year 7

Course self-assessment and reflection

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: You can go as in-depth with the evaluation as you wish. For shorter lessons reduce group discussion time. For longer lessons ask students to analyse each activity more deeply. You may, for example, ask them to apply the lessons they learnt from the marketplace in a real life context.

Aims and objectives

Assessment and reflection gives students the opportunity to look back on the activities they have undertaken in order to revise the lessons and consider ways they can apply what they have learnt, in the future.

Learning Outcomes

- Revise and reflect on lessons.
- Identify key learning points that can be applied for their personal development.

Step by step guidelines (starter, main, plenary)

Starter

Students hand in their checklists for marking/evaluation.

Remind the students of the lesson topics they have covered in the course (you may wish to display them as a presentation or write them up).

This lesson will be about thinking back on those lessons. What they enjoyed, or didn't enjoy. What was challenging, what they'd change and what they can use in the future.

Main

1. Hand out self-assessment and reflection activity (Activity 1). Ask students to read through the form, answering any questions they may have.
2. Students to complete the form. You may like to play some music to aid contemplation.

Plenary

Class discussion on the form. On the board create a line. On one end write 'What's hot', on the other end 'What's not'. The class can decide what activities from the course can go where on the line.

Methods and Tools

Self-assessment and reflection activity, basic stationery, group discussion.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 1 - Year 8

Action plans

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: For shorter lessons you may miss the party planning exercise (Activity 1) and go straight to the personal action plans (Activity 2). Alternatively complete Activity 1 and ask students to do Activity 2 as an exercise at home.

Aims and objectives

Being able to write and carry out an action plan is a useful skill when planning a small project. This can include a school project or a workplace task.

Learning Outcomes

- To create an action plan.
- To understand the ways an action plan can be used.

Step by step guidelines (starter, main, plenary)

Starter

Ask the students the following:

- How do I become a famous YouTuber?

Note down any ideas they call out on the board, as a mindmap. This is the start of an action plan. (In the case of students not being familiar with a mindmap you may wish to start with a short video on mindmapping.)

Record these notes as they will be used in the plenary.

Main

1. Explain to students that an action plan is a useful tool that helps us keep organised and focused when we are aiming to achieve a goal or completing small projects. We can use them for achieving our own personal goals, or group tasks. They are often used in workplaces to help achieve goals.
2. Working in small groups, students are to write an action plan to throw a party for their friends and family (Activity 1). Groups then present their action plans to the class.
3. Working as individuals, students are to think of a goal they would like to set themselves. (For students who have covered S.M.A.R.T. goals you may wish to refer to this).

4. Ask students to create an action plan for a personal goal of their choice. It can be a school project, a personal aim, something they wish to achieve in an extracurricular activity etc. (Activity 2).

5. Ask for volunteers to share their plans (some plans may be personal, so students should not be pressured to share their plans). Encourage students to put their plan somewhere they can see it and refer back to it.

Plenary

Go back to the 'How to be a famous YouTuber' notes. What would they do now to change these mindmap notes into an action plan? Can the students think of other ways in which they can use action plans?

Methods and Tools

Action plan party planning form, action plan personal goal form, blank paper for ideas and basic stationery, group work and discussion.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 2 - Year 8

Team building - leadership

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: For shorter lessons you may consider the role play performance and discussion the plenary and limit the preparation and performance time of the role plays. Starter discussion can also be kept brief.

Aims and objectives

The students have already looked at roles within a team during Year 7. This lesson will take a closer look at leadership: specifically three styles a leader may use and what makes an effective leader.

Learning Outcomes

- Students understand basic leadership styles.
- Students critically evaluate well-known leaders.
- To demonstrate how different leadership styles can be used in different situations.

Step by step guidelines (starter, main, plenary)

Starter

Display images on the board as prompts. Some will be well known, others less so. Some may be controversial (Activity 1).

Ask students the following questions:

- Can you identify any of these leaders/what do you know about them/why are they considered a leader?
- What makes a good leader?
- Can you name any other leaders why they are considered leaders?

Main

1. Working in pairs, students are given the leadership styles sheet (Activity 2). Students can use the Internet/smart devices to research as many examples as they can of famous leaders that they think fit into each leadership style category.

2. Class discussion:

- Who do you think is an autocratic leader? Explain your answer.

- In what situations do you think it may be appropriate to be an autocratic leader?
- Who do you think is a democratic leader? Explain your answer.
- What weaknesses do you think there are in being a democratic leader?
- Who do you think is laissez-faire leader? Explain your answer.
- How do you think team members would feel about working with a laissez-faire leader? Why?

3. Working in small groups, students are to come up with a short role-play demonstrating a chosen leadership style without stating explicitly what style they are demonstrating. It may be a work place, school, a sports field etc.

4. Groups present their role-plays to the class.

5. After each presentation the class can discuss how the group portrayed the key traits of the style they were demonstrating in their roleplay.

6. Explain that there are many other different leadership styles than those covered in this lesson. For example transformational, transactional, servant, charismatic leadership etc. Encourage them to research other styles.

Plenary

On post-it notes students write what type of leader they think they are and why. Based on their answers, they separate into the three different leadership style groups. Select students to read their post-it explain their choice.

Methods and Tools

Images of well-known leaders, leadership styles worksheet, post-it notes, basic stationery, pair work, group role-play and discussion.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 3 - Year 8

Brainstorming – ideas and innovation

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: The S.W.O.T analysis can be done as part of their marketplace planning and incorporated during lesson 4.

Aims and objectives

Learning brainstorming techniques helps students develop critical thinking and problem solving skills. These techniques can be applied at school, the workplace or their personal lives. A S.W.O.T. analysis is a common technique used in the workplace to test the strengths and weaknesses of plans and ideas. It can also be applied in a personal context when setting goals; this can include career goals.

Learning Outcomes

- Use group brainstorming to generate ideas for the marketplace.
- Develop an idea in order to understand the difference between ideas (creation) and innovation.
- Create a S.W.O.T. analysis of their product.

Step by step guidelines (starter, main, plenary)

Starter

Organise students into the groups they will be in for their marketplace project. Present the students with the following riddles. In their groups they have 30 seconds to come up with a possible solution for each of the riddles:

- Q: I'm tall when I'm young and I'm short when I'm old. What am I?
- **A: A candle**
- Q: You can drop me from the tallest building and I'll be fine, but if you drop me in water I die. What am I?
- **A: Paper**
- Q: What has an eye but cannot see?

- **A: A needle**

- Q: There was a green house. Inside the green house there was a white house. Inside the white house there was a red house. Inside the red house there were lots of babies. What is it?

- **A: A watermelon**

Main

1. As with Year 7, Year 8 will participate in the marketplace (see p.16). Sort the students into the groups they will work in for the marketplace task.
2. In their groups students go through the marketplace task. They then have 10 minutes to brainstorm ideas as a group that they can produce to sell at the upcoming marketplace (Activity 1). Use A3 paper to mind map or record their ideas. By the end of the 10 minutes they should have two-three ideas they can choose from.
3. Once they have their ideas, the groups are to select their best idea and move on and develop it using the ideas and innovation worksheet (Activity 2).
4. Finally, working in their groups, students complete a S.W.O.T. analysis of their product (Activity 3).

Plenary

Groups present their idea to the class. They should explain how they arrived at their idea and briefly go over their S.W.O.T. analysis.

Note: As with Year 7, students are to produce their products ready to sell at the marketplace, as a team. Unlike Year 7 they have more freedom in designing and choosing their products.

Parameters can be set if necessary. For example 'the product must be eco-friendly'. The creation of the products can be a task that is allotted class time or can be done as group homework. If it to be done as group homework, ensure students are grouped so they are able to work together outside of class.

Methods and Tools

Marketplace task sheet, A3 paper and pens, ideas and innovation task sheet, SWOT analysis sheet, group work.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 4 - Year 8

The marketplace

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: The marketplace stall preparation can be completed as group project work outside of class. If you are confident each team fully understands the checklist, teams may be tasked to complete the checklist as part of their preparation.

Aims and objectives

The aim of the marketplace activity is threefold. Firstly it gives the students a focus for the development of their product and feedback on their work from their 'customers'. Secondly it encourages planning and teamwork as they develop their product and take it to market. Thirdly it encourages financial literacy skills as they consider value, cost and profit, and deal with transactions.

This lesson is focused on the planning and preparation for the market.

Learning Outcomes

- Students create an action plan for their marketplace stall.
- Students develop their teamwork and planning skills.
- Students complete preparation for the marketplace activity.

Step by step guidelines (starter, main, plenary)

Starter

Students separate into their marketplace teams. Each team is to review their S.W.O.T. analysis of their product (see lesson 3). Having finished developing their product, what changes would they make to their original analysis?

Main

1. Each team will be given a marketplace checklist form (Activity 1). Looking back at their work on action plans (lesson 1), teams should go through and create an action plan in order to be ready for the marketplace. They can add tasks from their action plan to the marketplace checklist. Their task list should include any financial considerations such as cost of production, retail price and profit.

2. Moving between teams, check they have completed the checklist and their action plan. Ask the students about the roles they have within the team to ensure everyone is contributing to the task..

3. Ask the teams to explain the cost of their product and price they will sell it at. Check they are fully prepared for the marketplace. Do they have any outstanding tasks and, if so, how will these be completed?
4. Ask the teams to present their action plans to the class.
5. All checklists, action plans and S.W.O.T. analyses for the task will be handed in as part of the evaluation lesson. Depending on school assessment requirements, these may be graded.

Plenary

Once the checklist is complete, students can prepare for the marketplace by creating their stall signage, planning their display and, if necessary, finishing off their products.

Methods and Tools

Market checklist, basic stationery, art supplies, items for the marketplace (including product, signage etc.), group work.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future

Lesson Plan 5 - Year 8

Course self-assessment and reflection

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: You can go as in-depth with the evaluation as you wish. For shorter lessons reduce group discussion time. For longer lessons ask students to analyse each activity more deeply. You may, for example, ask them to apply the lessons they learnt from the marketplace in a real life context. Groups may be asked to present their final S.W.O.T analyses.

Aims and objectives

Assessment and reflection gives students the opportunity to look back on the activities they have undertaken in order to revise the lessons and consider ways they can apply what they have learnt, in the future.

Learning Outcomes

- Revise and reflect on lessons.
- Identify key learning points that can be applied for their personal development.

Step by step guidelines (starter, main, plenary)

Starter

Students hand in their checklists, actions plans and S.W.O.T analyses for marking/evaluation.

Remind the students of the lesson topics they have covered in the course (you may wish to display them as a presentation or write them up).

This lesson will be about thinking back on those lessons. What they enjoyed, or didn't enjoy. What was challenging, what they'd change and what they can use in the future.

Main

1. Hand out self-assessment and reflection activity (Activity 1). Ask students to read through the form, answering any questions they may have.
2. Students to complete the form. You may like to play some music to aid contemplation.

Plenary

Hand out post-it notes. Students can complete the sentence 'What I would like to know more about is...' on one side. On the other side they can complete the sentence 'What I found most challenging was...' Collect the post it notes and answer as part of a class discussion.

Methods and Tools

Self-assessment and reflection activity, basic stationery, post-it notes, group discussion.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 1 - Year 9

Goal setting and visualisation

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: You may wish to move directly to the S.M.A.R.T. goal form and then the visualisation exercise. Allow time following the exercise for students to refocus. Alternatively, additional material can be added to the lesson by giving examples of famous individuals who have used visualisation to achieve their goals in their careers. For example Oprah Winfrey, Michael Phelps, Will Smith.

Aims and objectives

Developing sound goals is critical as it helps students identify their academic needs, skills and increases performance by giving students a sense of direction. This is also true of goal setting within the workplace.

Goals set by students have to be S.M.A.R.T. - Specific, Measurable, Achievable, Realistic, Results-focused and Time bound (see Year 7, lesson 1).

Students will understand that visualisation of goals is one way of increasing the chances of achieving them.

Learning Outcomes

- Students set their own academic and personal goals that allow them to learn the process of setting goals and achieving them.
- Students practice a visualisation techniques to support them in the achievement of their goals.
- The purpose of this activity is to support and guide students with their goals.

Step by step guidelines (starter, main, plenary)

Starter

This class requires a calm and relaxing environment. You may wish to play quiet contemplative music (without lyrics). Asking students the following questions:

- What would you like to achieve?
- What is your dream?

Give them time to think deeply about these questions before asking for answers.

Main

1. Students will be given a form to set S.M.A.R.T. goals. (Activity 1)
2. Once students have identified a specific goal and applied the S.M.A.R.T. model they will be lead through a visualisation technique, focusing on the positive aspects of achieving that goal and seeing how they will achieve it (Activity 2).
3. Students will also get an information sheet giving them guidance on why visualisation is effective and how they can develop the practice (Activity 3).

Plenary

Individual discussions with students to go through their goals, ensuring they have applied the S.M.A.R.T. model.

Methods and Tools

Goal setting form, visualisation script, information sheet and basic stationery, group work and discussion.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 2 - Year 9

Communication skills

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: Limit research and presentation time for the groups. You may also forego the discussion after each presentation and have one single summary class discussion, or move directly to the plenary following the presentations.

Aims and objectives

Effective communicators are sought after by employers as they form better workplace relationships and are able to complete tasks more effectively. Students will learn what effective communication entails, and how it affects performance in the workplace

Learning Outcomes

- Students can identify key features of effective communication.
- The purpose of this activity is for students to identify what key communication skills they can develop as part of their personal development and can be used in the workplace.

Step by step guidelines (starter, main, plenary)

Starter

Ask students the following questions:

- In what ways do we communicate with each other?
- Can we think of examples of poor communication?
- What are examples of good communication?

Main

1. Working in groups, students will research a well-known figure using their smart devices.

Suggestions are:

- Barack Obama
- Oprah Winfrey
- Martin Luther King Jr.
- Donald Trump

2. Completing the communication skills form, students will look at what makes the person they're researching person effective/ineffective in the way they communicate.
3. In their groups students can present their findings to the class.
4. Discuss. After each presentation select key points the group has made about a person. For example 'Oprah Winfrey has excellent interpersonal communication skills'. Ask the class how they could apply those skills in the workplace.

Plenary

Ask the students to consider the value that effective communication has in the workplace and in their everyday lives. How many benefits can they come up with? List them on the board/screen.

Methods and Tools

Communication skills form and basic stationery, group work and internet/smart devices.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 3 - Year 9

Guess the professions

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: Set time limits on the card game. Most students will get through this task relatively quickly. If possible focus on what careers students show an interest in and discuss how they can find out more about that career path.

Aims and objectives

The aim of this activity is to enhance and reinforce knowledge of different professions

Learning outcomes

- Students will acquire an indepth knowledge of the different aspects of professions that allows them to identify the different tasks needed for different professions.
- Students will be able to match skills sets to occupations.

Step by step guidelines (starter, main, plenary)

Starter

Ask students to sit in pairs. Each student thinks of a job and attempts to describe that job badly without saying what the job is. For example "I drive around picking up strangers." (Bus driver) "I knock people unconscious." (Anaesthesiologist). "When a child tells me she/her hurts I push on the part of the body they say hurts and ask them 'does this hurt?'" (Paediatrician).

Alternatively you can give these descriptions and ask the class to work them out. More examples can be found by googling "Describe your job badly challenge".

Main

1. Guess the professions (Activity 1). Students use cards and play a game in groups or in pairs.
2. Place the cards face down.
3. The game starts with a student picking a card and describing the job or acting out the job similar to the well-known charades games.
4. When a student guesses the correct job she/he is awarded with points.
5. Any system of rewarding the correct guess can be used.
6. Classroom discussion on different jobs/professions and anything that surprised the students.
 - Have they learnt anything new about a certain profession/job?

- Is there any job/profession that particularly interests you?

Plenary

Ask the student where they can find more information about the nature of different professions.

Find websites and resources relevant to your location and share those with the class. For example, local or popular universities.

Methods and Tools

Profession cards. Local career and tertiary institution websites.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 4 - Year 9

Guess the skills

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: Set time limits on the card game. Limit discussion time.

Aims and objectives

Developing in-depth knowledge of skills required for different professions.

Learning Outcomes

- Demonstrate an in-depth knowledge of selected fields of work and occupations.
- Learn how to work effectively in teams or groups.

Step by step guidelines (starter, main, plenary)

Starter

Ask students the following questions:

- What are skills (give examples)?
- Why are they important?

Main

1. Activity 1 card game.
2. Cut out the cards and play a game with your students. You can play it in groups or pairs. Place the cards in a pile face down.
3. One student at a time picks a SKILL and matches the skill with different professions.
4. Students write down all the professions that require the specific skill on post-it notes.
5. The activity can be done as an oral presentation. Where suitable, ask students to explain as many benefits as possible to a particular skill.
6. Select any skills that are mentioned that could be considered highly valued by employees. Ask the students how they would go about developing those skills.
7. Ask students to write down as many skills they think they already have. Secondly ask them to write a list of skills they think they would like or need to to develop. Finally ask them to write down how they think they may go about developing those skills.

Plenary

Students discuss what skills are important for all professions.

- Are there skills that are needed across many different jobs?
- Are there any unique skills?
- Are there skills that cannot be learnt?

Methods and Tools

Activity cards of skills and post-it notes.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 5 – Year 9

Course self-assessment and reflection

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: You can go as in-depth with the evaluation as you wish. For shorter lessons reduce group discussion time. For longer lessons ask students to analyse each activity more deeply. You may, for example, ask them to review where they can go to research more about careers they are interested in.

Aims and objectives

Assessment and reflection gives students the opportunity to look back on the activities they have undertaken in order to revise the lessons and consider ways they can apply what they have learnt, in the future.

Learning Outcomes

- Revise and reflect on lessons.
- Identify key learning points that can be applied for their personal development.

Step by step guidelines (starter, main, plenary)

Starter

Remind the students of the lesson topics they have covered in the course (you may wish to display them as a presentation or write them up).

This lesson will be about thinking back on those lessons. What they enjoyed, or didn't enjoy. What was challenging, what they'd change and what they can use in the future.

Main

1. Hand out self-assessment and reflection activity (Activity 1). Ask students to read through the form, answering any questions they may have.
2. Students to complete the form. You may like to play some music to aid contemplation.

Plenary

As a class ask them to come up with their 'Ultimate Work Day'.

- What would they include?
- What would make them happiest in a job?

- What did they see on their work learning experience that changed the way they thought about the workplace?
- Was there anything they saw or experienced on their work learning experience they would put into their 'Ultimate Work Day'?

Methods and Tools

Self-assessment and reflection activity, basic stationery, group discussion.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 1 - Year 10

Organisational tools

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: For shorter classes you can skip the written review. Instead guide student discussion towards making good choices about organisation, reducing stress and being more productive with their time.

Aims and objectives

Good organisational skills increase productivity. They make you more effective in the workplace and, notably, reduce stress.

Giving the students an awareness of how good organisation can benefit them, and a set of tools they can use, will prepare them for the demands of work; both at tertiary level and in the workplace.

Learning Outcomes

- Students can name a number of factors that affect productivity and practical solutions they can use in answer to these.

Step by step guidelines (starter, main, plenary)

Starter

Asking students the following questions:

- Who has smartphones/game devices/Netflix etc.?
- How much time would you estimate you spent on these a day?
- Who has ever felt they have too much homework and other commitments and not enough time?
- Who has ever handed in work knowing it is not their best/handed it in late/not handed it in at all?

Main

1. Working in pairs, students will complete the Organisation Tools form (Activity 1), identifying situations in their own lives and matching them with tools they can implement. They will reflect on the impact that using these tools may have.

2. Still working in their pairs students will research online tools and applications that they can use to organise their time (Activity 2). They may like to look at:

- Pomodoro technique
- Google Keep (or other list making applications)
- Get Revising
- Focus Booster
- My Life Organized

3. As a class students discuss what organisational tools they found, what they thought was useful and interesting. Make a list of each suggestion and where these tools can be found.

4. Student write can write a short review on the features , benefits and drawbacks of a chosen site or application.

5. Class share their reviews.

Plenary

Whole class discussion on:

- What do they do now that may stop them from being organised?
- How much time do they estimate they spend each day/week doing activities that prevent them from being productive?
- What could they do instead that could make them more productive (this includes getting proper rest and adopting healthy lifestyle choices).
- How is this topic relevant to careers?

Methods and Tools

Organisation tools form and basic stationery, pair work and discussion, Internet/smart devices.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 2 – Year 10

Personal S.W.O.T. analysis

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: Limit or remove class discussion.

Aims and objectives

A comprehensive understanding of their personal strengths and challenges will enable students to develop an informed plan for their personal development as well as an increased understanding of what areas of work may best suit them.

Learning Outcomes

- Students can name a quality or skill in each of the four S.W.O.T. areas.
- Students can identify one point they wish to develop and have ideas on how they will do that
- Students can identify one strength and what professions/role that strength would be a valuable skill.
- Development of reflective skills.

Step by step guidelines (starter, main, plenary)

Starter

In pairs, students spend one minute talking to the person next to them. Each has thirty seconds to ask their partner quick-fire questions about their hobbies/ambitions/favourite subjects etc. At the end of the minute each person will write one positive thing (a strength) they can think of about their partner and keep it hidden until the end of the lesson.

Main

1. Working individually, students will complete the S.W.O.T. analysis form and subsequent questions.
2. Students should be encouraged to reflect on all areas on the form and think of concrete examples that demonstrate their strengths. They should give as much detail as they feel comfortable with.
3. Ask the students to look at what they have identified as weaknesses. Can they think of ways in which they can develop these areas so they can become strengths?

4. Again working in pairs, students will share their analysis and the answers to the questions on the form. Partners will then share their pieces of paper and see if the individuals have recognised that strength within themselves and add it to their analysis, if relevant.

Plenary

Whole class discussion on the benefits of a personal S.W.O.T analysis.

- How could this be applied in the workplace? Give examples.
- What was the most challenging part of completing the analysis?

Methods and Tools

S.W.O.T. form and basic stationery, post-it notes, pair work.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 3 – Year 10

Online Career Aptitude Test

Students will complete the online career aptitude test.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 4 – Year 10

Work learning experience

Lesson duration: Various depending on placement activity.

Aims and Objectives

By going into a work placements students will get a more realistic picture of working life. They will have the opportunity to see what is really happening and what skills are used actively. They will witness how certain skills used in schools are necessary for a particular job.

This lesson is to prepare the students for a work learning experience. During this visit they will be asked to interview two people to find out more about their jobs, their training and experience and the skill set required for their jobs. Following this preparatory lesson students will go to a workplace to complete the activity.

Learning Outcomes

- Becoming familiar with the working world.
- Become more knowledgeable about different career options.
- Will make students more aware of the link between school subjects and career options.

Step by step guidelines (starter, main, plenary)

Starter

Considering the following:

- Who do you want to interview?
- Where do you want to go for your work learning experience?
- Are you excited or anxious about going on the work learning experience?

Main

1. Prepare students for the work learning experience. Discuss behaviour, dress code, and punctuality and expectations.
2. Prepare questions. Make sure students are equipped to do the necessary research once on the placement. They may need to consider things such as when is it permitted to take photos, videos etc. What safety or security restrictions do they need to consider?

Plenary

Ask the students to:

- List main priorities when preparing for the work learning experience.
- List the things you want to get out of the experience and think of three key words associated with their expectations.
- Ask student to prepare a presentation on their work learning placement as homework. This will be presented in the next careers class.

Methods and Tools

Activity forms 1 and 2, basic stationery, camera, smart device etc.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 5 - Year 10

Course self-assessment and reflection

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: This is an opportunity for students to feedback on their work learning experience as well as reflect and assess their career guidance lessons. You may wish to limit student discussion time or set a time limit on the presentations.

Aims and objectives

Assessment and reflection gives students the opportunity to look back on the activities they have undertaken in order to revise the lessons and consider ways they can apply what they have learnt, in the future.

Learning Outcomes

- Revise and reflect on lessons.
- Identify key learning points that can be applied for their personal development.

Step by step guidelines (starter, main, plenary)

Starter

Remind the students of the lesson topics they have covered in the course (you may wish to display them as a presentation or write them up).

This lesson will be about thinking back on those lessons. What they enjoyed, or didn't enjoy. What was challenging, what they'd change and what they can use in the future.

Main

1. Ask students to give their presentations on their work learning experience.
2. Hand out self-assessment and reflection activity (Activity 1). Ask students to read through the form, answering any questions they may have.
3. Students to complete the form. You may like to play some music to aid contemplation.

Plenary

Organise the students into small groups. Within the groups students can come with ideas for lessons and activities they would add, including explanations about why they would include them. Groups present their ideas to the class.

Methods and Tools

Self-assessment and reflection activity, basic stationery, post-it notes, group discussion.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 1 - Year 11

Setting short, medium and long term goals

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: For shorter classes the students can complete the worksheets in their own time. Ensure they have a good understanding of each time of goal. Encourage students to discuss their complete plans with you or the school career advisor (if this is not you).

Aims and Objectives

Students should distinguish the difference between short, medium and long term goals in order to be able to effectively plan for the different stages of their lives. They will develop an understanding of how planning for the short term enables them to build to the 'big life goal' in both their personal and professional lives.

Learning Outcomes

- Understand the difference between short, medium and long-term goals.
- Write a plan that includes all three time frames.

Step by step guidelines (starter, main, plenary)

Starter

Ask the students the following:

- What do you hope to achieve by the end of next year?
- Where do you see yourself in five years time?
- Do you have a 'big goal' in life?

Main

1. Define the three time frames as the following:

- Short term – present to two years from now. Short term focuses on plans for the immediate future. For example: "Finish an undergraduate degree with honours," or "Find an entry-level position in my chosen industry."
- Medium term – two to five years. Unlike the short-term plan, it's ok for the goal to be less specific. For example: "Complete a Master degree," or "Develop a professional network within my chosen industry."

- Long term – five+ years from now. This is where students write their “big goal” – where they want to be professionally after spending years on their careers. For example “Own and operate my own business,” or “Publish a book.”

2. As a class, discuss what types of things they would put in each of these time frames. Students can then work individually on their activity sheets writing their own personal goals.

Plenary

Students present their plans to the class.

Methods and Tools

Activity form 1 and basic stationery.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 2 – Year 11

Ethical dilemmas

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: You can shorten this class by limiting discussion time or selecting areas that you think are most relevant to your students and limit discussion to those topics.

Aims and objectives

Students will study some ethical dilemmas that can occur in the workplace or elsewhere and discuss what to do.

Learning Outcomes

- Students will become aware of ethical issues that they might face on the workplace.
- Students will learn ways and approaches to deal with ethical dilemmas.
- Students will understand that they need to be prepared for ethical dilemmas and that we need to be loyal to our principles in order to guide us through difficult dilemmas.

Step by step guidelines (starter, main, plenary)

Starter

Warm up discussion can start with the following questions:

- What are ethics?
- Why is ethical behaviour important in the workplace and in general?
- Why do ethical dilemmas occur? Is it a case of split loyalty?
- What personal characteristics will help you solve an ethical dilemma?

Main

1. Why are the following virtues important?

- Respect
- Honesty
- Courage
- Responsibility

- Self-discipline
- Self-respect

2. Students will carry out an activity that is centred around ethical dilemmas. The ethical dilemma will be read out and students will discuss the various solutions and points of view of the different individuals involved.

Plenary

Reflect upon the following question: why is understanding of work ethics important? Was there anything that surprised you during this class?

Methods and Tools

Activity card dilemma scenarios, basic stationery.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 3 – Year 11

Life skills and personal qualities

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: Reduce discussion time and have the students complete the activity sheet by themselves or in partnership.

Aims and objectives

To familiarise students to essential life skills and skills that are important for life in the workplace.

Students will answer questions and reflect upon various life skills to become more aware of their current skill set and identify skills that they wish to develop.

Learning Outcomes

- Students will be more conscious of the importance of key workplace skills.
- Students will know which skills they already possess and which skills they still wish to learn.
- Students will learn about the need for skills in order to be well-adjusted and well-adapted members of the working community.
- Students will learn about character traits that are beneficial to a successful working life and personal life.
- Students will have thought about ways to learn new skills.

Step by step guidelines (starter, main, plenary)

Starter

Warm-up discussion.

- What are life skills?
- Can you list a few?
- Why do we need to have these life skills?
- What are important personal qualities/character traits? (patience, tolerance, perseverance etc.)

Main

1. Students complete Activity 1 worksheet.
2. Go through each activity as a group. For each section take the opportunity to discuss the skills and what their relevance is to the workplace.
3. Some student will have already identified their future careers or path of study. Encourage them to think about what skills may be required in the role they have planned.
4. Look for opportunities with pairwork. Student may feel more comfortable talking about planning and thinking about their skills with a peer. Ask students to feedback ideas to each other or point out strengths in their partner that the person may not see for themselves.
5. If looking at skills around a particular career, students may like to use smart devices to research the role.

Plenary

Reflect on the findings as a class:

- What stood out as a very important life skill?
- Were there any surprising findings?
- Do you think we exaggerate the need for life skills?
- How can any of these skills be used in our personal lives as well as in the workplace?
- What is meant by transferable skills?
- What do we mean when we talk about 'soft skills'?

Methods and Tools

Activity form, basic stationery, smart devices (if applicable).

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 4 – Year 11

Writing a plan for self-development

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: Students can continue working on the Personal Development Plans outside of class. They may wish to take this to the school career advisor or a relevant staff member for further discussion when planning their future.

Aims and objectives

In today's work environment employees are encouraged to take personal responsibility for renewing and updating their skills and knowledge throughout their working lives. Students should see personal development as a continuous lifelong process of nurturing, shaping and improving skills and knowledge to ensure ongoing employability.

Learning Outcomes

- Identify needs for skills, knowledge or competence.
- Select an appropriate development activity to meet those needs.

Step by step guidelines (starter, main, plenary)

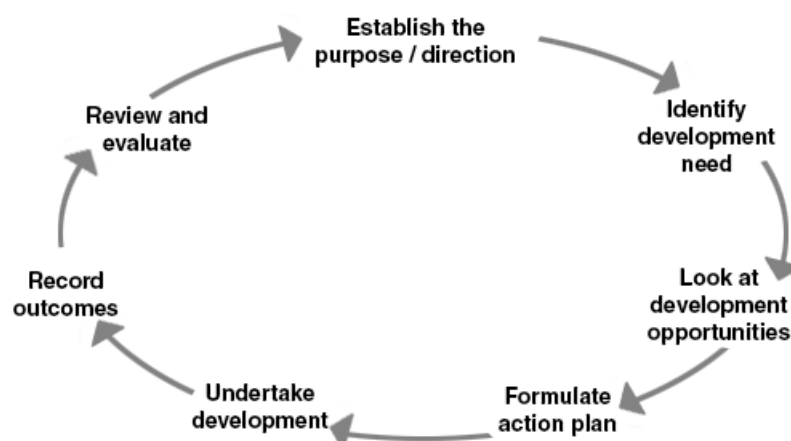
Starter

Ask students to consider the following:

- Why do we need to think about a personal development plan?
- When would it be important to think about personal development? Why?

Main

1. Working in pairs students complete the personal development cycle (Activity 1).



2. Ask the class to explain what they think each stage could be. Correct, if necessary, through questioning. Ask students to expand their answers and give examples.
3. Students can complete the personal development plan (PDP) activity sheet. They can use the complete sample as a guide. The PDP encompasses the S.W.O.T. analysis, and goal setting previously covered in the programme. For those that have not done these classes, then guide the student through the process or buddy them with a student who has covered these topics.
4. This activity brings together elements of planning and personal development. The students are required to think in greater depth about the direction they want their lives to go in and their future careers. Use questioning to encourage the students to think in detail. This is a personal development tool that can be used throughout their work careers and in their personal lives.

Plenary

Students can share with the class one area they have selected for development, what action they will take to develop that area and what their goal is.

Methods and Tools

Personal development cycle form and personal development plan form and basic stationery.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 5 - Year 11

Course self-assessment and reflection

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: Reduce class discussion time and focus on completion of the evaluation sheet.

Aims and objectives

Assessment and reflection gives students the opportunity to look back on the activities they have undertaken in order to revise the lessons and consider ways they can apply what they have learnt, in the future.

Learning Outcomes

- Revise and reflect on lessons.
- Identify key learning points that can be applied for their personal development.

Step by step guidelines (starter, main, plenary)

Starter

Remind the students of the lesson topics they have covered in the course (you may wish to display them as a presentation or write them up).

This lesson will be about thinking back on those lessons. What they enjoyed, or didn't enjoy. What was challenging, what they'd change and what they can use in the future.

Main

1. Hand out self-assessment and reflection activity (Activity 1). Ask students to read through the form, answering any questions they may have.
2. Students to complete the form. You may like to play some music to aid contemplation.

Plenary

Class discussion:

- How do we handle feedback? Are we defensive or do we welcome it?
- What makes constructive criticism easier to accept?
- Do you give effective constructive criticism?
- How can you contribute to a workplace through feedback?

- What methods may a business use to get employees to offer their thoughts and opinions?
- What are pros and cons of these methods?

Methods and Tools

Self-assessment and reflection activity, basic stationery, group discussion.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 1 – Year 12

Creating your vision

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: Reduce student discussion time. You may write the questions on the board as a prompt for personal reflection, rather than class discussion.

Aims and objectives

Creating a clear vision is a key factor in accomplishing any goals. Students should be encouraged to 'dream big' and create a clear mental image of who they will be in the future. Their vision should be a picture of what they aspire to and what inspires them. Students should also consider work/life balance, to ensure their lives are meaningful.

Learning Outcomes

- Students should reflect on what (or who) inspires them and their personal aspirations.
- Understand the value of the vision statement.
- Write a vision statement.

Step by step guidelines (starter, main, plenary)

Starter

Show students a vision statement and discuss who might have written it. Consider *why* it would have been written: what benefits can a vision statement offer to an organisation or to an individual.

Main

1. In pairs, students work through the questions on the vision statement activity sheet (Activity 1).

2. Create a 'quiet time' for five-ten minutes (time depending), allowing the students to visualise their future lives. You may choose to play some meditative music. This is an opportunity for them to 'day dream' and picture their big goal.

3. As a class discuss the type of goals they came up with.

- What is work/life balance?
- Why is this important?
- Do you think most people consider achieve balance?

- What happens when our lives are focused around work?
- How can this be achieved?

3. Returning to the worksheet, students can use the samples to write their own vision statements.

4. Students should include life goals – personal, study and career. Ask them to consider life balance.

Plenary

Students can choose to share their statements with the class. As this is a personal exercise they should not be pressured to do so. Discuss:

- Do they think their vision statements covers all aspects of their lives?
- What value do you think creating a vision statement has?
- Where can they put their vision statement so they can see it regularly?

Methods and Tools

Vision statement activity form and basic stationery, pair work and discussion.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 2 – Year 12

Post-secondary research and application

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: Rather than have students go through the entire application process, you may instead go through completed examples. Alternatively you could complete a single application as a class group, discussing key points of the process, for example, the personal statement.

Aims and objectives

Students will learn about the tertiary application process in their country (or, if applicable, the application process of countries that are common study destinations for the students).

Learn about colleges and universities and the programmes they offer and become familiar with doing online research for finding out about universities, colleges and various programmes.

Learning Outcomes

- The student will learn to acquire accurate information to be used for post-secondary applications.
- Students will successfully complete application forms and checklists.

Step by step guidelines (starter, main, plenary)

Starter

Students will look at a completed tertiary application form and consider the following questions:

- Is there anything you would do differently?
- How do you think the application would be received by the admissions office?
- What makes a great application and what makes an application weak?

Main

1. Have a discussion on how to complete a successful application. Consider the following points:

- Do you need to pay for the application?

- Do you need to write an essay or a letter to support your application?
- Do you want to apply for a scholarship?
- How can you make sure that your talents and personality traits are reflected in the application?
- What are possible pitfalls when filling in an application?
- Is there anything you find challenging about the application procedure?
- Do you need help with your application? Who will double check your application before you send it?

2. Note: This lesson requires teachers to obtain information from universities and other post-secondary training institutions that are relevant to their school. Each country may have different process and requirements. Make the examples applicable to the students.

Plenary

Class discussion:

- What happens in the case of an application not being accepted? What will your alternatives be?
- Be sure that you have accurate information about the colleges and universities you are applying to.

Methods and Tools

Activity form, Internet, basic stationery.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 3 – Year 12

Writing your personal statement

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: The writing of the personal statement can be done in the students' own time. The primary focus on this lesson is for students to understand what a personal statement is, what makes a good and bad personal statement and how to write one as part of a university application process.

Aims and objectives

Students learn about the process of writing personal statements and what constitutes a strong personal statement.

Learning Outcomes

- Students understand what a personal statement is and how it is used in the university application process.
- Students can differentiate between a good and a poor personal statement.
- Students will write their own personal statement that will adequately reflect their talents, interests and skills. This can be used as part of their university application.

Step by step guidelines (starter, main, plenary)

Starter

Ask the following questions:

- Why are personal statements important?
- What message do you want to put across in your personal statement?
- Who has written a personal statement - did you find it challenging to write?

Main

1. As a class read and discuss the questions on the personal statement activity sheet (Activity 1)
2. Read the two excerpts taken from personal statements. Discuss what makes one strong and the other one weak.
3. Students can make notes in order to prepare writing their own statements.

- Students make a list of what needs to be included in your personal statement – skills, passions etc.
- Emphasise to the students that it is advised to mention extra-curricular activities in the personal statement.
- Get the students to write a draft and let someone read it. Note: a personal statement is confidential and hence reading each other's statements has to be done with discretion. In some circumstances it may be more appropriate for you to read the statement and advise the student.

Plenary

What is unique about your personal statement? Remember grades alone don't tell the admissions officer enough! It is a personal statement and therefore students need to reflect upon what is 'personal' in their personal statement.

Encourage students to research exemplar personal statements and redraft their work.

Methods and Tools

Internet, Form, basic stationery.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 4 – Year 12

Searching for a job

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: You can shorten or lengthen discussion on the challenges of job searching to suit your lesson time frame. Preparing suitable advertisements for students, or providing them with links will also reduce lesson time.

Aims and objectives:

This lesson is focused on enhancing students' ability to find information about the career of their choice.

Learning Outcomes

- Enhance research skills.
- Students will gain confidence by acquiring a sense of direction in their search for a suitable career.

Step by step guidelines (starter, main, plenary)

Starter

Share a job advertisement with the students (as a handout or a slide). Use a job advertisement from a local paper or a job search website suitable to your region or country.

Discuss the following questions:

- What are the minimum requirements for this job?
- Is there some on-the-job training?
- Do you need any particular skills for this job – computer literacy, technical skills?
- Do you need a degree or prior work experience?

Main

1. Individual work. Present students with the occupation activity sheet to complete (Activity 1).

2. You may provide jobs advertisements from local newspaper or show students online sites, to give them examples.

Plenary

Classroom discussion on the results of the findings. What obstacles are faced when looking for a job?

Methods and Tools

Activity form, basic stationery, Internet and smart devices

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future?

Lesson Plan 5 - Year 12

Course self-assessment and reflection

Lesson duration: 2 periods of 40 minutes.

Shorter lesson time: You may wish to limit student discussion time in the starter and the plenary.

Aims and objectives

Assessment and reflection gives students the opportunity to look back on the activities they have undertaken in order to revise the lessons and consider ways they can apply what they have learnt, in the future.

Learning Outcomes

- Revise and reflect on lessons.
- Identify key learning points that can be applied for their personal development.

Step by step guidelines (starter, main, plenary)

Starter

Remind the students of the lesson topics they have covered in the course (you may wish to display them as a presentation or write them up).

This lesson will be about thinking back on those lessons. What we enjoyed, or didn't enjoy. What was challenging, what we'd change and what we can use in the future.

Main

Hand out self-assessment and reflection activity (Activity 1). Ask students to read through the form, answering any questions they may have.

Students to complete the form. You may like to play some music to aid contemplation.

Plenary

Class discussion. Students can go over their sheets, selecting answers they would like to share.

- Who has similar thoughts?
- What lessons would you add/expand on/take away?
- How has this prepared you for future study/the workplace?

- What activities can you undertake now to yourself to prepare yourselves further for a career?

Methods and Tools

Self-assessment and reflection activity, basic stationery, post-it notes, group discussion.

Evaluation/feedback (questions for teachers)

What went well in this lesson? Why?

What factors do you think affected the lesson; either positively or negatively?

Was there anything in this lesson that you would adapt for the future.

APPENDIX B – PROGRAMME OUTLINE

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>
<u>Lesson 1</u> (2 x 40 minutes)	SMART goals	Action Plans	Goal setting – visualisation	Organisational tools	Goal setting – short, medium and long term goals	Goal setting – creating a personal vision statement
<u>Lesson 2</u> (2 x 40 minutes)	Team building – roles in the team	Leadership styles	Effective communication	Personal SWOT analysis	Ethical dilemmas	Post-secondary research and application
<u>Lesson 3</u> (2 x 40 minutes)	Brainstorming 1 – improve a product to increase value	Brainstorming 2 – ideas and innovation	Guess the professions	Online aptitude test	Skills and qualities	Writing your personal statement
<u>Lesson 4</u> (2 x 40 minutes)	The marketplace	The marketplace	Guess the skills	Work learning experience	Personal development plan	Job search
<u>Lesson 5</u> (2 x 40 minutes)	Course self-assessment and reflection	Course self-assessment and reflection	Course self-assessment and reflection	Course self-assessment and reflection	Course self-assessment and reflection	Course self-assessment and reflection

APPENDIX C – ACTIVITY SHEETS FOR YEARS 7-12

Year 7

- Lesson Plan 1 – Activity 1 – Self-evaluation form
- Lesson Plan 1 – Activity 2 – S.M.A.R.T goals form
- Lesson Plan 1 – Activity 3 – Tweet sheet (to be cut into individual slips)
- Lesson Plan 2 – Activity 1 – Belbin's roles within a team
- Lesson Plan 2 – Activity 2 – Team-building activities
- Lesson Plan 2 – Activity 2 – Roles (for use with the team-building activities)
- Lesson Plan 3 – Activity 1 – Plain white t-shirt
- Lesson Plan 3 – Activity 2 – Suggestions for creative materials
- Lesson Plan 4 – Activity 1 – Marketplace checklist
- Lesson Plan 5 – Activity 1 – Course self-assessment and reflection form

Year 8

- Lesson Plan 1 – Activity 1 – Action plan party planning form
- Lesson Plan 1 – Activity 2 – Action plan personal goal form
- Lesson Plan 2 – Activity 1 – Leadership (suggestions for images)
- Lesson Plan 2 – Activity 2 – Leadership styles worksheet
- Lesson Plan 3 – Activity 1 – Marketplace task sheet
- Lesson Plan 3 – Activity 2 – Ideas and innovation sheet
- Lesson Plan 3 – Activity 3 – SWOT analysis of your product
- Lesson Plan 4 – Activity 1 – Marketplace checklist
- Lesson Plan 5 – Activity 1 – Course self-assessment and reflection form

Year 9

- Lesson Plan 1 – Activity 1 – Goal setting form
- Lesson Plan 1 – Activity 2 – Visualisation script for teacher
- Lesson Plan 1 – Activity 3 – Visualisation information sheet for students
- Lesson Plan 2 – Activity 1 – Effective communication
- Lesson Plan 3 – Activity 1 – Guess the professions
- Lesson Plan 4 – Activity 1 – Guess the skills
- Lesson Plan 5 – Activity 1 – Course self-assessment and reflection form

Year 10

- Lesson Plan 1 – Activity 1 – Organisational Tools
- Lesson Plan 2 – Activity 1 – SWOT Analysis
(Lesson 3 is the online aptitude test)
- Lesson Plan 4 – Activity 1 – Work learning experience: Interview a professional
- Lesson Plan 4 – Activity 2 – Work learning experience: Interview an employee
- Lesson Plan 5 – Activity 1 – Course self-assessment and reflection form

Year 11

Lesson Plan 1 – Activity 1 – Short, medium and long term goals

Lesson Plan 2 – Activity 1 – Ethical dilemmas

Lesson Plan 3 – Activity 1 – Skills and qualities

Lesson Plan 4 – Activity 1 – Personal development plan

Lesson Plan 5 – Activity 1 – Course self-assessment and reflection form

Year 12

Lesson Plan 1 – Activity 1 – Creating your vision

Lesson Plan 2 – Activity 1 – Post-secondary research and application

Lesson Plan 3 – Activity 1 – The PDP cycle

Lesson Plan 3 – Activity 2 – Writing a PDP

Lesson Plan 4 – Activity 1 – Job search

Lesson Plan 4 – (supplementary activity) – Resume writing guide

Lesson Plan 5 – Activity 1 – Course self-assessment and reflection form

Year 7 – Lesson Plan 1 – Activity 1 – Self-evaluation form

Self Evaluation

Name:

Date:

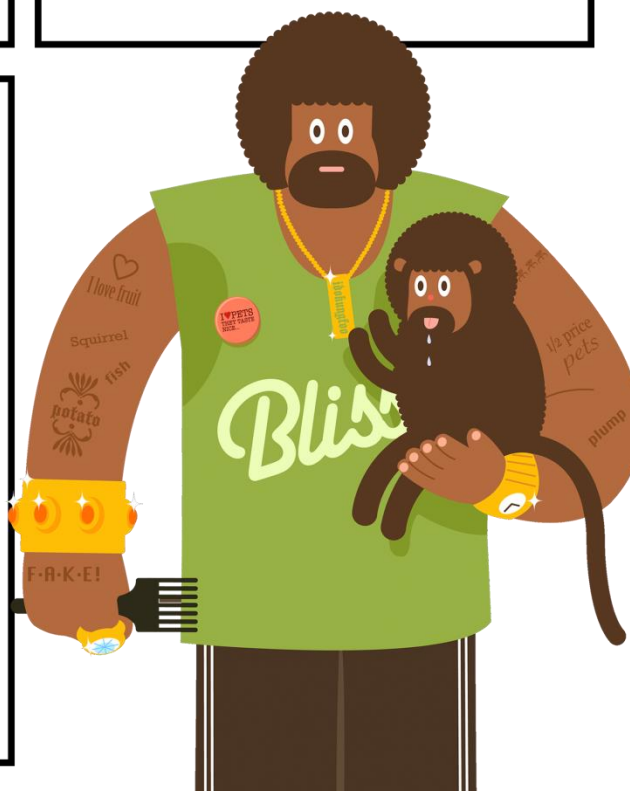
What do I do well?

What do I wish I could do better?

My behaviour.

What am I most proud of?

If I could achieve one thing, it would be?



Year 7 – Lesson Plan 1 – Activity 2 – S.M.A.R.T goals form

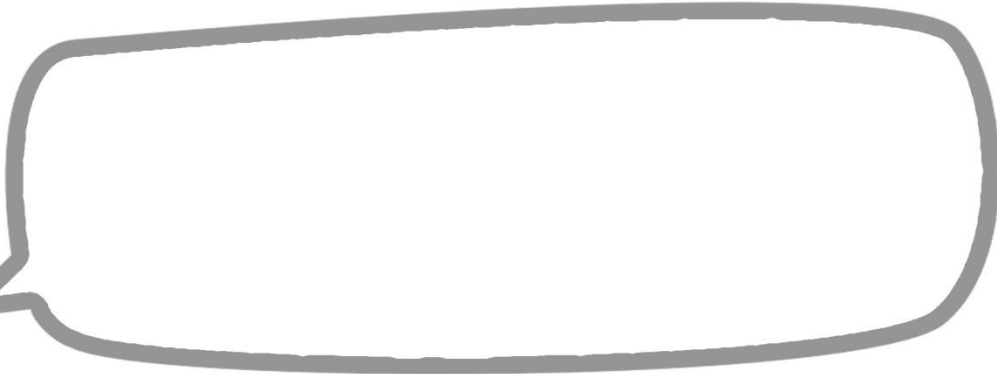

Name:

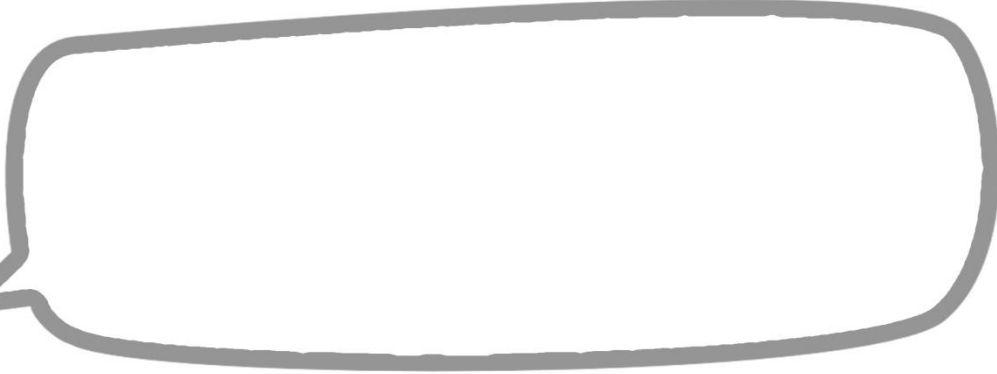

Date:

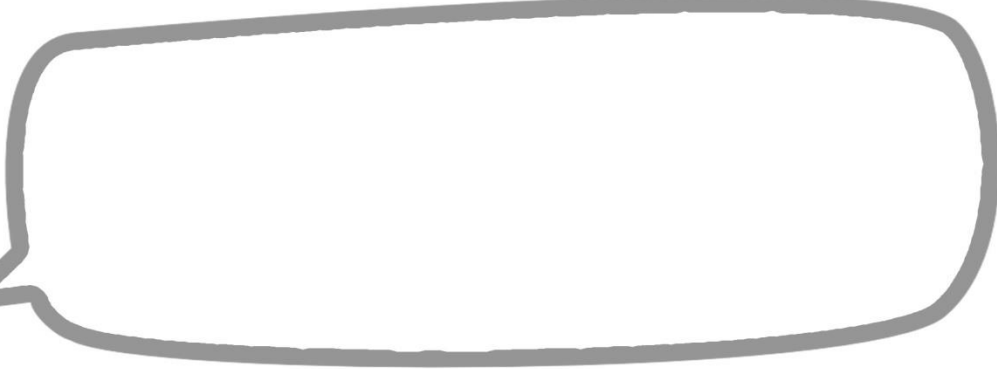

Goal:

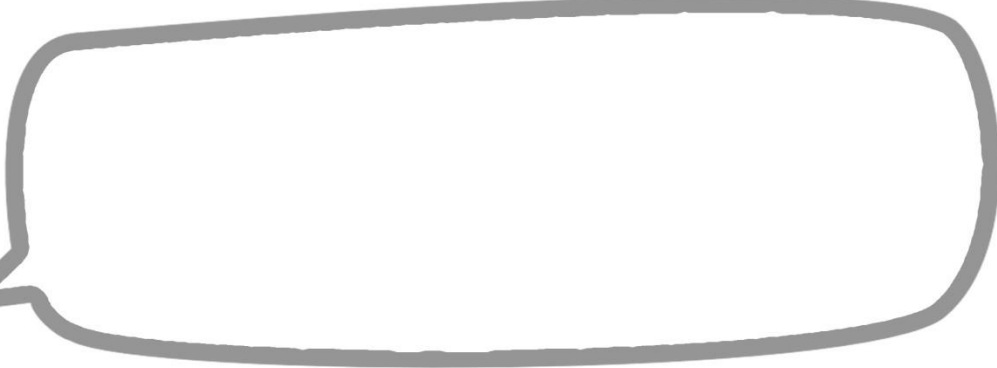

Specific What do you want? (Who, what, when, why, how) How are you going to do it?	
Measurable How are you going to measure your progress? How will you know you have achieved your goal?	
Attainable/Achievable What skills and resources will you need?	
Realistic Is your goal do-able? (Not too easy or too difficult)	
Time-bound What is the deadline? Is it realistic?	

Year 7 – Lesson Plan 1 – Activity 3 – Tweet sheet









Year 7 – Lesson Plan 2 – Activity 1 – Roles with a team

A researcher called R. Meredith Belbin identified nine different roles we find in successful teams.

Shaper Role: In a team, the shaper role is performed by people who are dynamic and relish challenges.

Completer/ Finisher Role: Finishers have an eye for detail. They're the ones who detect errors or omissions and strive to ensure that the team adheres to deadlines.

Coordinator Role: Coordinators guide the activities of the team to what they identify to be the team's obligations.

Plants Role: Plants come up with original approaches and ideas that help the team in solving problems or overcoming challenges.

Team Worker Role: Team workers are the people who ensure the team remains united. They work toward resolving conflict or issues affecting the team's dynamics.

Resource Investigator Role: Resource investigators are inquisitive and enthusiastic and possess great negotiating and networking skills.

Monitor-Evaluator Role: These are the critical thinkers in a team. They prefer to critically analyse information before making any conclusions.

Specialist Role: People with expert knowledge in a particular area comprise the specialist role.

Implementer Role: People who play the implementer role in a team are those who actually get things done in the team. They are practical, efficient and well organised.

Complete the table below. Which roles do you think match the definition?

Action Oriented	Shaper	Challenges the team to improve
		Gets the job done
		Sees the job through
People Oriented		The person who guides the team to meet their objectives
		Provides support, and makes sure the team works together

		Innovator and explorer
Thought Oriented		Comes up with new ideas and approaches
		Analyses and evaluates ideas
		Has specialist knowledge needed to get the job done

Year 7 – Lesson Plan 2 – Activity 2 – Team building activities

Choose from the following activities. Resources required will depend on the chosen activities.

Allow 10 minutes for each activity. If you have more than one team you can introduce extra pressure by making it a competition! To increase the difficulty you can make these tasks non-verbal.

Tallest Tower

For this activity you will need a variety of items to build with, these can be anything readily available, for instance toothpicks, newspapers uncooked pasta, wooden blocks etc.

Students are required to build the tallest freestanding structure from the provided items. Changing times for completion can add to the challenge.

The Human Knot

Students need to stand in a circle, shoulder to shoulder. Then place their right hand in the hand of someone standing directly across the circle from them.

They must then place their left hand in the hand of a different person (someone who is not standing directly next to them).

Students must then try to untangle themselves without breaking the chain, if broken they must start again.

All Aboard

Students are required to build a “boat” using pieces of wood, mats, or any other materials available, and then all must stand on the “boat” at once. As pieces of the “boat” are removed the team must try to occupy the ever-diminishing space as best they can.

Paper War

Ask two people from a team to volunteer. Standing facing each other arm outstretched, place one sheet of paper between the palms of their hands. (one hand each student). They are not to drop this paper! The students are challenged to assist their teammates in holding as many pieces of paper off the ground by using only their bodies. Teammates can balance and place paper on the two ‘paper holder’ students in any way possible, as long as it fits in with the rules.

The rules:

- Only one sheet of paper can be affixed between any two body parts.
- No adhesives can be used to hold paper to the students’ bodies.

- Folding the paper is not permitted.
- Each sheet of paper must be in contact with both team members.
- No two sheets of paper can be touching.

Year 7 – Lesson Plan 2 – Activity 2 – Roles during the team building activities

Roles for first exercise. (Everyone is to be given this role.)

You are a LEADER. It is your job to direct you team and tell them what to do. It is up to you to ensure the job is done correctly and on time.

Roles for second exercise. (You may have more than one worker.)

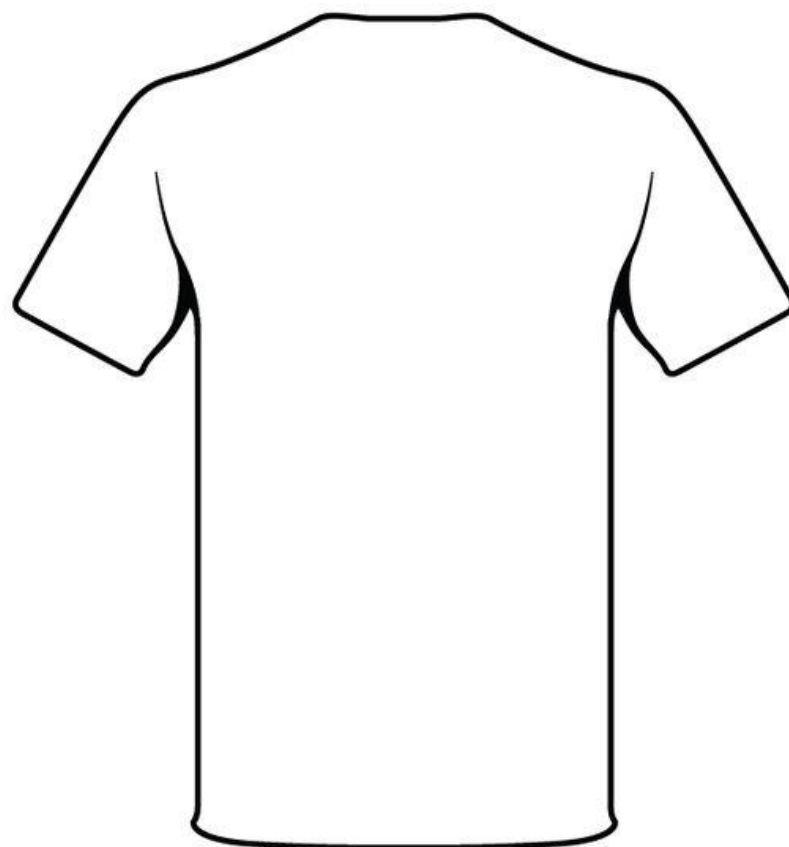
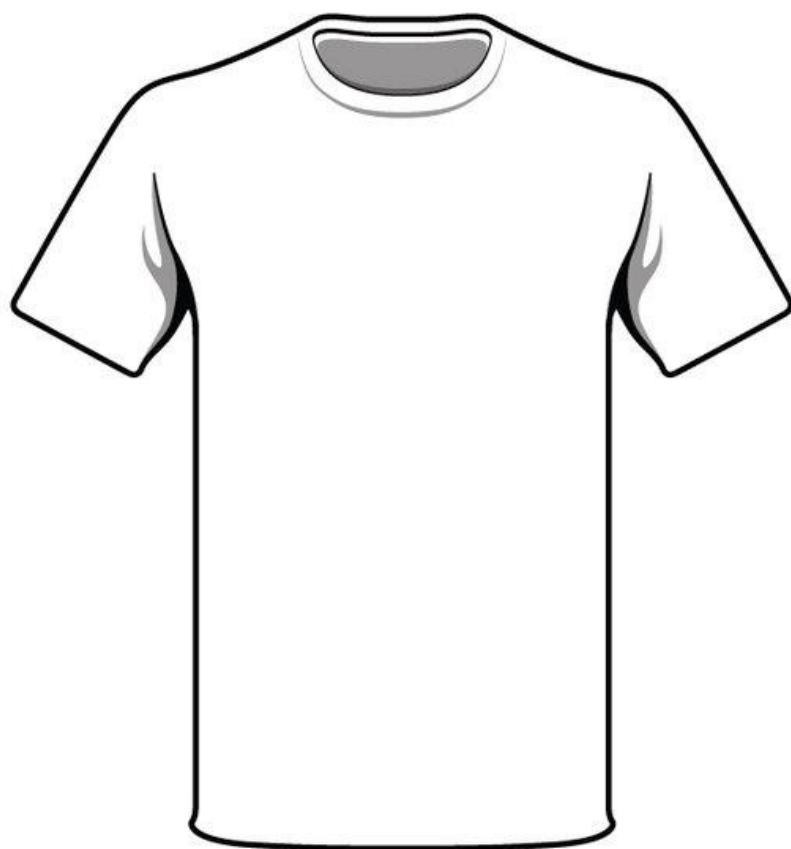
You are a SHAPER. It is your job to motivate your team to complete the task!

You are a WORKER. It is your job to ensure cooperation with your teammates!

You are a COORDINATOR. It is your job to support the leader and ensure cooperation with your teammates!

You are a COMPLETER. It is your job to pay attention to detail!

Year 7 – Lesson Plan 3 – Activity 1 – Plain white t-shirt



Year 7 – Lesson Plan 3 – Activity 2 – Ideas for objects

The following is a list of suggested objects that you can provide for the teams to develop into products for the marketplace:

- A white candle
- A piece of flat wood
- Plain flat stones
- A glass jar
- Buttons
- A selection of cardboard
- Old fabric
- Wool
- Dried sticks/branches
- String
- Rope
- Old CD/DVDs
- Wooden clothes pegs
- Plastic soft drink bottles
- Corks

Note: Items should be something students can easily and inexpensively acquire in order to create their products.

Year 7 – Lesson Plan 4 - Activity 1 – Marketplace checklist

✓	Considerations	Notes	Team Member Responsible
	Have we made enough of our products to sell?		
	Do we have signs for our marketplace stall?		
	Have we got change for our customers at our stall?		
	Do we know the cost to produce our product?		
	What price will we charge for our product?		
	What profit will we make per item?		
	Who do we think will buy our product?		

Year 7 - Lesson Plan 5 - Activity 1 – Self-assessment and reflection

In this course we did:

- S.M.A.R.T. Goals
- Roles in a team
- Brainstorming
- The marketplace

Today we are going to look back on these lessons and think about how we did and what we got out of each lesson. To get the most out of this exercise, you will need to think carefully about your answers – this is not a test!

S.M.A.R.T. goals are Specific, Measurable, Attainable, Relevant and Timely.

1. Explain in your own words what S.M.A.R.T. goals are:
2. Why do you think goal setting is important?
3. Is there something you would like to achieve that you could turn into a S.M.A.R.T. goal?
Write it down.

Roles in a team - in this lesson we looked at different roles within a team and why they are all important.

4. What teams are you in? They could be sports teams, dance troupes or anything where you work alongside others.

5. Think about your family – in what way is that a team? What role do you play in your family?

6. Do you work as a team in class? What happens when you all work well together? What happens when you don't?

7. Thinking back to the exercises we did in class, and the role you were given; do you think you work well in a team? What could you improve on?

Brainstorming - brainstorming helps us come up with ideas and allows us to be creative problem solvers.

8. What ideas did you come up with in the brainstorming lesson?

9. Do you feel you were able to contribute to the group brainstorming? Why/why not?

10. Do you find it easier to brainstorm within a group, or by yourself?

The marketplace - preparing a product for the marketplace.

11. What role and tasks were you given for the marketplace?
12. Were you able to complete those tasks? Why/why not?
13. What did you learn about creating and selling a product?
14. If you were to do the marketplace activity again, what would you do differently?

Year 8 - Lesson Plan 1 - Activity 1 – Plan a party

Action Plans are useful whenever you need to plan a small project.

Your task is to follow the action planning steps in order to plan a party for

your friends and family.

Step 1: Identify Tasks

Start by brainstorming all of the tasks that you need to complete to accomplish your objective. Use a separate piece of paper.

What's the very first action you'll need to take? Once that task is complete, what comes next?

Are there any steps that should be prioritised to meet specific deadlines, or because of limits on other people's availability?



Party Task List

Party Task List	
1.	
2.	
3.	
4.	

5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	

18.	
19.	
20.	

Step 2: Analyse and Delegate Tasks

Now that you can see the party project from beginning to end, look at each task in greater detail.

Are there any steps that you could drop, but still meet your objective? Which tasks could you delegate to someone else on your team, or could be dealt with by someone outside of the team (could a you get a DJ to provide music, for example)? Are there any deadlines for specific steps? Do you need to arrange additional resources?

Task Responsibilities	
Task	Team Member Responsible

--	--

Step 3: Double-Check With SCHEMES

Use the SCHEMES* mnemonic to check that your plan covers everything you need to do.

SCHEMES stands for:

- **Space** (Where will you party be held?)
- **Cash** (How are you going to pay for it?)
- **Helpers/People** (Who is going to help you set this up, run it and clean up?)
- **Equipment** (What equipment will you need?)
- **Materials** (Are there other materials, for example invitations?)
- **Expertise** (Do you need a party planner, DJ or other expert? Who in the team is an expert?)
- **Systems** (What systems might you need? Social media for invitations?)

Learning from Your Action Plan

If you think you'll be trying to achieve a similar goal again, revise your plan after the work is complete, by making a note of anything that you could have done better. For instance, perhaps you could have avoided a last-minute panic if you'd organised music in advance, or maybe you didn't allow enough time to do certain tasks.

Notes:

Year 8 - Lesson Plan 1 - Activity 2 – Personal action

My Action Plan

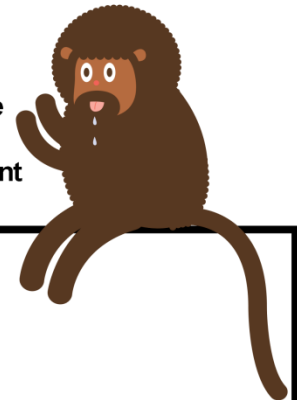
Name:

My goal is:

To be completed by:

CHECK 'SCHEMES'

- Space
- Cash
- Helpers
- Expertise
- Materials
- Equipment
- Systems



Task List:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Task Responsibilities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Notes:

Year 8 - Lesson Plan 2 - Activity 1 – Leadership

Below are a collection of images of people commonly thought of as leaders. You may choose to source and use images similar to these, or other images that are relevant to your students.



Year 8 - Lesson Plan 2 - Activity 2 –Leadership styles worksheet

Below are definitions of three commonly found leadership styles. Many leaders will use a combination of styles depending on the situation, however most will have a 'dominant' way of leading. (Note: there are many other different types or styles of leader).

Read the definitions, and then research famous leaders to find as many examples as you can for each style. Be prepared to give examples and explain your decisions.

Autocratic

The Autocratic leader takes full control of the group and dictates what will happen – the direction of the group and the steps needed to complete the aims and objectives. Autocratic leaders tend to praise and criticise individuals with the group, rather than the group as a whole. The autocratic leader will tend to tell the group what to do but not get involved in the task.



Democratic

The Democratic leader runs the group as a democracy, giving choice whenever possible and appropriate. The democratic leader will allow group members to decide how they wish to work in order to best complete the aims and objectives of the group. The democratic leader is more likely to be present in the group, offering advice and alternative ways of accomplishing a task when appropriate.

Laissez-Faire

The Laissez-Faire leader is very laid back in their approach. Laissez-Faire leaders give complete freedom to individual and group decisions and rarely make suggestions or attempt to direct the group in any particular way. Although happy to help with advice and supply information the laissez-faire leader will only do so when asked. Some people think that the laissez-faire leader does not lead at all and are often just a figurehead with expert knowledge that can be called upon if needed by the group.

Mission Possible!

- 1. Come up with ideas for a product you can sell at the school marketplace**
- 2. Your product must be inexpensive to make and something you can produce enough to meet demand at your stall.**
- 3. Your idea should be original.**
- 4. You have 10 minutes to come up with as many ideas as possible...**

GO!



Year 8 - Lesson Plan 3 - Activity 2 – Ideas and innovation

*“Creativity is the capability or act of conceiving something original or unusual”. When you come up with **IDEAS** you are being creative.*

*“Innovation is the implementation of something new.” When you put your ideas into practise to produce something new, that is **INNOVATION**.
Innovation can be a radical, or it can be an improvement or an adaptation.*

In the last exercise you came up with an idea for a product to sell at the marketplace. As a group discuss your product. Is it an old idea that you are reproducing or is it completely original? What can makes your product new and exciting?

Think back to your lesson on action plans. How are you going to put your idea into action / create your product? How will you ensure your product is *innovative*?

Year 8 - Lesson Plan 3 - Activity 3 – Product SWOT Analysis

Our Product:

Strengths What are the great things about your product? What makes your product special is it innovative?	Weaknesses What potential weaknesses does your product have? Does it have any bad points?
Opportunities What opportunities can you take advantage of to sell your product?	Threats Are there any threats such as competitors, problems with production and supply?

Year 8 - Lesson Plan 4 - Activity 1 – Marketplace checklist

[illegible]

Year 8 - Lesson Plan 5 - Activity 1 – Self-assessment and reflection

In this course we did:

- Action plans
- Leadership styles
- Brainstorming - ideas and innovation
- The marketplace

Today we are going to look back on these lessons and think about how we did and what we got out of each lesson. To get the most out of this exercise, you will need to think carefully about your answers – this is not a test!

Action plans – creating an action plan

1. Why do we use action plans?

2. What situations in your life could use an action plan for?

3. How did you contribute to the party planning task?

Leadership styles – autocratic, democratic and laissez-faire leadership styles.

4. Thinking about the three leadership styles we looked at, how would you describe your leadership style? Why?

5. Do you consider yourself a leader? Why/why not?

6. Who do you consider leaders in your life?

7. What do you think the difference is between a leader and a manager

Ideas and innovation - brainstorming helps us come up with ideas and allows us to be creative problem solvers.

8. What ideas did you come up with in the brainstorming lesson?

9. Do you feel you were able to contribute to the group brainstorming? Why/why not?

10. Do you find it easier to brainstorm within a group, or by yourself?

The marketplace - preparing a product for the marketplace.

11. What role and tasks were you given for the marketplace?

12. Were you able to complete those tasks? Why/why not?

13. What did you learn about creating and selling a product?

1. In this task you did a SWOT analysis. What else could you use a SWOT analysis for?

14. If you were to do the marketplace activity again, what would you do differently?

Year 9 - Lesson Plan 1 - Activity 1 – Goal setting

Name of Student:

Please think about the academic year and think about all the things you would like to achieve. As long as you set achievable goals and as long as you have realistic expectations from yourself, you can achieve anything you set your mind on. Goals can be academic or personal. Feel free to discuss your goals with your teachers or career counsellor.

My goal is:

My target date is:

To reach my academic goal I will do these three things:

- 1.
- 2.
- 3.

I will know I've researched my goal because:

Things that will help me to stick to my goal:

- 1.
- 2.
- 3.

My goal is important to me because:

Comments by School Counsellor:

Year 9 - Lesson Plan 1 - Activity 2 – Visualisation exercise

Below is a script for a short visualisation exercise. You may amend and adapt the script to suit your students.

Before you start:

- Instruct students to think about the goal they have set on their goal setting sheet. Or they may wish to think of a new goal.
- Darken the room, if possible, and ask students to get themselves in a comfortable position with no distractions.
- You may wish to play some soft relaxing music in the background.
- Read slowly and clearly in a relaxed tone. Allow for pauses in the script so the students can visualise fully.

The script:

"Imagine yourself sitting in a comfortable quiet room, in a large comfortable white chair.

A screen appears in front of you and on it are projected numbers. Imagine those that you may have seen at the start of an old documentary. They count down, from 10 to 1.

10... 9... 8... 7... 6... 5... 4... 3... 2... 1...

Slowly your chair starts to rise off the floor, large glass doors on one side of the room open to reveal a peaceful natural landscape and your chair, with you comfortably seated upon it, slowly drifts outside.

Your chair starts to descend, then land, and you find yourself quietly observing your future self at a very important occasion. You have just done something very special. Something that you have worked hard to achieve for a long time. Slowly you start to realise you are no longer looking at your future self, you are standing in the spot and it is you who are celebrating.

You are happy, healthy and doing something that you love.

Are you inside or outside? Look around you, noticing as many details as you can. The ground beneath your feet...is it soft, or grassy...a tiled floor inside. Maybe there is furniture, what does it look like? Are you in nature? Slowly look around, taking in the scene and enjoying what you see.

How does the air feel? Is it warm on your skin? Is there a breeze?

You look around noticing each person who is with you. Observe their faces, their hair, their clothing. Friends...family. What emotions do you see on their faces? Are they talking or laughing? You feel a sense of happiness and contentment as you look around.

What other emotions are you experiencing? Confidence...pride...excitement...? Notice each feeling in turn. You are deeply and warmly satisfied.

What is it that you are doing? Why are you there today – what have you achieved that is making you feel so confident and proud? Is there an object, such as a trophy or a scroll that is being handed to you? Can you feel it being passed to you and holding it in your hand. Perhaps you are admiring something that you have worked hard to obtain? What does it feel like to know that it is yours?

As you stand there you notice that a large comfortable white chair is now next to you. You sit back down in your chair and relax, taking with you the sense of happiness you feel about your success.

Slowly your chair starts to rise and drift up and away. Your chair approaches a house and large glass doors open to allow your chair to drift into the same room you started your journey in.

Your chair starts to descend, then lands gently, and once again you find yourself sitting in a comfortable quiet room.

A screen appears in front of you and on it are projected numbers. They count up, from 1 to 10.

1... 2... 3... 4... 5... 6... 7... 8... 9... 10...

Now slowly open your eyes and find yourself sitting comfortably where you are."

Year 9 - Lesson Plan 1 - Activity 3 – Visualisation tips

Visualisation increases the likelihood of reaching your goals and dreams, (professional athletes use visualisation all the time to improve their performance).

By visualising your goals, you do a few important things:

- It teaches your brain to recognise what resources it will need to help you succeed in reaching your goals.
- It creates an inner motivation to strive for your goals and dreams
- It promotes positive thinking, which will help you to stay on track to be successful in the long run.

Why Visualisation Works

Visualisation works because of how our brains are wired. The neurons in our brain interpret images as real life. For example, when we envision ourselves running up a flight of stairs, the neurons in our brain receive an impulse that tells them to perform the movement.

This then creates a new neural pathway that tells our bodies to act as we have just imagined. So when you visualise doing things, your body is creating pathways and memories of how to do that action even though you never actually performed the action.



How Do You Do It?

Visualising your goals takes practise. It is not only about thinking of what you wish to achieve, but how it will BE when you achieve that goal. It is about creating a very clear picture in your mind.

Focus on your senses:

- Imagine yourself achieving your goal or dream. What can you see around you?
- How do you feel emotionally and physically? Is the sun warm on your skin? Are you excited or relieved?
- What can you smell? The sea, freshly cut grass, paper, perfume?
- Is there a taste? Is there a celebration and you are eating something?
- What can you hear? Applause, your family laughing, your friends talking to you?

Focus on details:

- Be very specific - where will you be standing, what will you be wearing?
- Start with as much detail as you can think of. The more you practise visualising yourself achieving your goal, add more and more detail.

Limit Distractions:

- When you visualise, you cannot have any distractions.
- Turn off your mobile phone.
- Find a room where you won't be disturbed.
- Try to find a place where it is quiet so that you can focus.

Don't Give Up!

Visualising can feel a bit strange at first and you may find it a bit difficult, or even a bit silly, at the start. It is something that has to be learned and practiced but keep trying and you will get better each time.

Year 9 - Lesson Plan 2 - Activity 1 – Effective communication

Effective communication is about ensuring you get your message across to the person or persons you need to receive it – and clearly receiving messages from others. Every day we make choices about the way we communicate, whether it is in conversation, through text or in a presentation. Regardless of your profession, the ability to communicate effectively is an important skill. What use is a genius scientist who lacks the skill to clearly explain the findings of their research? You may be the most qualified person in the office, but if you cannot get along with your colleagues, your career may not progress.

Let's look at some of the qualities that make people good communicators by looking at some well-known individuals and apply those qualities to ourselves.

- What famous person/communicator are you researching?
- Predict – do you think they are effective or ineffective? Explain your answer.

Research your chosen person. Fill in the table to help you consider the person's strengths and weaknesses. Explain why you think they are effective/ineffective in each case. Be prepared to defend your choices!

About you

1. What do you think are the important things to think about when communicating with others?
2. Why do you think being able to be a good communicator is a valuable skill?
3. What do you think your strengths are as a communicator?
4. What areas can you improve on?

	Effective	Ineffective
Even when talking to large groups, do they connect with people as individuals? How? What techniques		
How do they connect emotionally with their audience?		
Are they active listeners, paying attention to the needs of those they are communicating with?		
When they speak, is their message clear and appropriate for their audience?		
Do they choose the right method for their communication (social media, letters, speeches, television)		
What is their body language like when they speak? Is it confident? Is it distracting? How do you think it makes their audience feel?		

Year 9 - Lesson Plan 3 - Activity 1 – Guess the professions

Pick a card and describe or act out the profession to your group or partner without mentioning the professions.

Horticulturalist	Journalist
Psychiatrist	YouTuber
Dancer	Artist
Child psychologist	Marine Biologist
Teacher	Chef
Lecturer	Firefighter
Scientist	Nurse
Doctor	Banker
Gynaecologist	Investor
Paediatrician	Businessman
Oncologist	Accountant
Optician	IT Consultant
Civil Engineer	Administrator
Electrical engineer	Public Relations

Web developer	Dentist
Social worker	Architect
Lawyer	Graphic Designer
Forensic lawyer	Actor
Cyber lawyer	Police Officer

Year 9 - Lesson Plan 4 - Activity 1 - Guess the skills

Activity cards on skills. Match/Guess the professions according to the skills provided below.
Write the different professions on each skill.

COMPUTER SKILLS	PERFORM AND CREATE
PLANNING AND ORGANISATIONAL SKILLS.	RESEARCHING, READING SOURCES AND GAINING INFORMATION
ATTENTION TO DETAIL	CHANGE MAKING, DEALING WITH PROPOSALS FOR CHANGE
FILING AND RECORD KEEPING.	DELEGATE.
PUBLIC SPEAKING, TEACHING, TRAINING	MONITOR AND SUPERVISE

ANALYSING AND QUESTIONING SKILLS	BEING SENSITIVE AND SHOWING INSIGHT
DEALING WITH CUSTOMER COMPLAINTS	PROOFREAD, EDIT
FLEXIBILITY, ADAPTABILITY TO CHANGE	DECISION MAKING
MATHIMATICAL SKILLS, CALCULATING, USING STATISTICS	SELL
CREATIVITY AND COMIING UP WITH NEW IDEAS AND CONCEPTS.	NEGOTIATE

SOLVING PROBLEMS, MEDIATING	DESIGN
DEALING WITH LOGISTICS.	TIME MANAGEMENT
BUDGETTING AND ORGANISING FINANCES	OFFER PSYCHOLOGICAL SUPPORT AND COUNSELLING.
HAVING A SENSE OF HUMOUR	BEING ABLE TO WORK AS A TEAM
IMPROVISE	ASSESSMENT
INSPIRE AND MOTIVATE	HAVING A VISION
OPERATE MACHINERY	BRAINSTORMING

ILLUSTRATE, MAKING VIDEOS AND PHOTOGRAPHS	WRITING
MULTI-TASKING	SYNTHESISING

Year 9 - Lesson Plan 5 - Activity 1 – Self-assessment and reflection

In this course we did:

- Goals setting - visualisation
- Effective communication
- Guess the professions
- Guess the skills

Today we are going to look back on these lessons and think about how we did and what we got out of each lesson. To get the most out of this exercise, you will need to think carefully about your answers.

Visualisation – visualisation helps us stay focused on our goals and helps us bring them closer.

1. Prior to this lesson, had you heard of visualisation? If so, what was your opinion of it?

2. Did you find the visualisation exercise useful?

3. Since the lesson, have you practised visualising goals? If so, how has the experience been? If not, what is the reason for not doing it?

Effective communication – the ability to communicate well with others affects every aspect of our lives.

4. Do you consider yourself an 'effective communicator'?

5. What can you do to improve your communication skills?

Guess the professions – there is a vast range of professions to choose from, and while some may seem similar, each has its own unique value.

6. How challenging did you find the 'Guess the Professions' task? Explain your answer.

7. Were there professions that you had never heard of before?

8. There may be many professions out there that you may not be aware of (and you would be interested in). Where could you go to find out more?

Guess the skills – what skills go with what profession?

9. Think about the different skills mentioned in this lesson – some of the professions they match with aren't obvious! What skills do you have that may suit professions you have not considered?

10. Were there any skills given that you had not considered 'skills' before? If so, what were they?

Year 10 - Lesson Plan 1 - Activity 1 – Organisational Tools

Look at the techniques in the left column and complete the table below.

	How can I apply this idea?	What tools/apps/sites will help me do this?
It takes us, on average 26 minutes to recover from these interruptions. Plan out your day and try to separate interruptions.		
We often have pockets on free time that we do not use. For example, riding the bus or the train. Where possible, set aside tasks that you can do during these times.		
If you need to meet with someone, keep to a schedule. Be on time and leave on time.		
Working continuously makes us less productive. Schedule regular breaks so you stay fresh and focused.		
Creating a well-organised workspace helps us stay focused.		
Rather than use a lot of tools and books to work, try to consolidate the material you use. Keep any research and study material organised in one place.		
If you don't need your mobile for work, turn it off. Turn on 'out of office' messaging and only check your phone during scheduled breaks.		

Adopt a clear mindset and focus on doing the right task at the right moment.		
If you are feeling overwhelmed, chop up big tasks into smaller ones.		
Use checklists when doing repetitive tasks to avoid time-costing mistakes.		
Prioritise your workload. Don't be tempted to go straight to the easy or 'fun' tasks if you have something that needs doing first.		
Create a timetable. Make sure you factor in recreation time and other commitments. Your timetable must be something you can sustain, or you won't stick to it.		

Year 10 - Lesson Plan 2 - Activity 1 – SWOT Analysis

Write a goal you hope to achieve:

Thinking about your personal qualities, your skills and your qualifications, complete the SWOT analysis.

Strengths

What strengths do you have that will help you achieve your goals?

Weaknesses

What areas do you need to improve in order to achieve your goal? What steps can you take to reduce any Weaknesses?

Opportunities

Thinking about your life and circumstances, are there any opportunities that you can use to move you closer to your goal? For example, clubs, family or friends etc.

Do your skills, qualities and qualifications mean that you may have opportunities?

Threats

What do you perceive as a threat to achieving your goal? Time constraints, finances, location?

Can you think of ways of overcoming these?

**Year 10 - Lesson Plan 4 - Activity 1 – Work learning experience:
interview a professional**

INTERVIEW QUESTION SHEET

1. How would you describe your job?
2. What are the main responsibilities involved in your job?
3. Can you describe what an average day looks like for you?
4. What qualifications are required for this job?
5. What personal qualities does someone need for this job?
6. What is the most important quality?
7. Are there any characteristics that don't fit well with this job?
8. Did you always want this job? How did you end up in this job?
9. What do you really enjoy about this job?
10. Are there any parts of the job you do not enjoy?
11. Do you have any tips for anyone entering this field/job?

**Year 10 - Lesson Plan 4 - Activity 2 – Work learning experience:
interview an employee**

INTERVIEW QUESTION SHEET

Question 1:

Answer and comments:

Question 2:

Answer and comments:

Question 3:

Answer and comments:

General comments and outcomes about information shared during the interview.

Year 10 - Lesson Plan 5 - Activity 1 – Self-assessment and reflection

In this course we did:

- Organisational tools
- Personal SWOT analysis
- Online aptitude test
- Work learning experience

Today we are going to look back on these lessons and think about how we did and what we got out of each lesson. To get the most out of this exercise, you will need to think carefully about your answers.

Organisational tools – good organisational skills help us increase performance and reduce stress.

1. In what ways do you organise your schoolwork/personal life/other commitments?
2. Do you consider yourself an organised person?
3. What tools did you discover in this lesson and have you adopted any of them?

Personal SWOT analysis – understanding you strengths and weaknesses

4. What did you discover about your personal strengths and weaknesses in this lesson?

5. Based on what you learnt about yourself, what have you planned to build on your strengths and reduce any perceived weaknesses?

Work learning experience

6. What was your greatest challenge during your work learning experience?

7. List three things you learnt from your experience:

-

-

-

.

8. If you were to repeat this exercise, what would you choose to do differently, and why?

Year 11 - Lesson Plan 1 - Activity 1 – Short, medium and long term goals

	Short Term Goals (Present – 2 yrs)	Medium Term Goals (2-5 yrs)	Long Term Goals (5+yrs)
Write your goal. Include as much details as possible			
What steps do you need to take to achieve this goals			

Short-term goals - questions to ask yourself:

- How is your short-term plan going to help you achieve your end goal?
- Which factors of your plan are within your control? Which are outside of it?
- What will you do if you are unable to accomplish part of your plan?

Medium-term goals - questions to ask yourself:

- Is each part of your plan directly relevant to your goals?
- What will you do if your plan doesn't work out? Do you have a backup plan?
- Can you anticipate any personal or professional conflicts that might complicate your plan?

Long-term goals - questions to ask yourself:

- Where do you expect to be financially, physically, emotionally, etc. in 5+ years?
- What else do you hope to accomplish, outside of your career, in the long term?
- What are some potential changes in your desired industry that could affect your career or your ability to compete in the job market?
- Do you have a second career choice in mind that you will have access to as an alternate option?

Year 11 - Lesson Plan 2 - Activity 1 – Ethical dilemmas

Ethical Dilemma Scenarios

Dilemma 1:

One very respected member of staff always dresses inappropriately – skirts that are too short, tattoos showing and revealing tops. When approached about this she refuses to change as she considers it a personal choice.

People Involved:

Points of View:

Possible Solutions:

What would you do? :

Dilemma 2:

John works in an indoor playground. When his family members come with their children he lets them in for free. Is this a problem?

People Involved:

Points of View:

Possible Solutions:

What would you do?

Dilemma 3:

Lucy works in a supermarket. One of her customers accidentally pays €10 too much. Lucy is tempted to keep it. She knows this customer is very well off and Lucy is a single mum and has some bills left to pay.

People Involved:

Points of View

Possible Solutions:

What would you do?

Dilemma 4:

You are in the staff room where the school keeps all the stationery for the teachers. One of the members of staff decides to take a whole lot of pencils, markers, staplers etc. He/she is asking you not to tell anyone! What will you do? What are the consequences of your choices?

People Involved:

Points of View:

Possible Solutions:

What would you do?

Dilemma 5:

Mark overhears a student talking about having stolen a copy of tomorrow's test. He knows this student's needs a good grade to gain a scholarship for his desired university. Without the scholarship this student won't be able to go to university as he is from a poor background. What will Mark do?

People Involved:

Points of View:

Possible Solutions:

What would you do?

Dilemma 6:

It is Sunday evening and Paul promised his girlfriend to go out to a show. They had a fight the previous week and this is his chance to settle the dispute. She is very excited about going and keeps texting him. Her last message was: 'can't wait for this show, I really appreciate your effort to improve our relationship.' His boss is waiting to receive an assignment by 8pm. It is 7:30 and Paul has still a lot to do. His girlfriend is waiting to be picked up by 8. What should he do?

People Involved:

Points of View:

Possible Solutions:

What would you do?

Dilemma 7

Selma is a teacher. This year she teaches one of her friend's sons – Richard. During a very intense classroom discussion Richard suddenly confides in her that his mother has a serious drinking problem and often leaves him and his three year old sister alone at home. After the end of the lesson Richard comes to Selma and is urging her not to tell anyone about what he shared with the class. From a professional point of view Selma knows she has to inform the school counsellor but as a friend she feels like she will be betraying Richard's mum. Selma thinks that it is maybe best to first approach Richard's mum and to solve it outside of school.

People Involved:

Points of View:

Possible Solutions:

What would you do?

Answer the following questions:

- The most important thing which came up from discussing the dilemmas was:
- I find the ethical dilemmas challenging because:
- Do think ethical dilemmas in the school are similar to those of other work places?
- In order to make the right choice it is important to...

Year 11 - Lesson Plan 3 - Activity 1 – Life skills and personal qualities

Name some important life skills:

1. List the life skills that you feel confident about;
 - Critical thinking
 - Creative thinking
 - Decision making
 - Interpersonal communication
 - Problem solving
 - Dealing with stress
 - Empathy
 - Self-awareness
 - Dealing with emergencies
 - Household skills
 - Financial literacy
 - Transportation skills

2. Go through the list of life skills and explain why they are important for dealing with the challenges of everyday life?

3. Which skills do you find challenging and do you need extra support with?

4. Think of the below list of character traits and reflect upon its importance when related to life skills (and in general in being successful in your personal and working life).
 - Perseverance
 - Resilience
 - Discipline
 - Courage
 - Respect
 - Integrity
 - Compassion
 - Tolerance
 - Confidence
 - Patience

What courses or activities can I do in school to enhance my life skills?

- 1.
- 2.
- 3.

What courses, programmes or activities can I do outside of school to enhance my life skills?

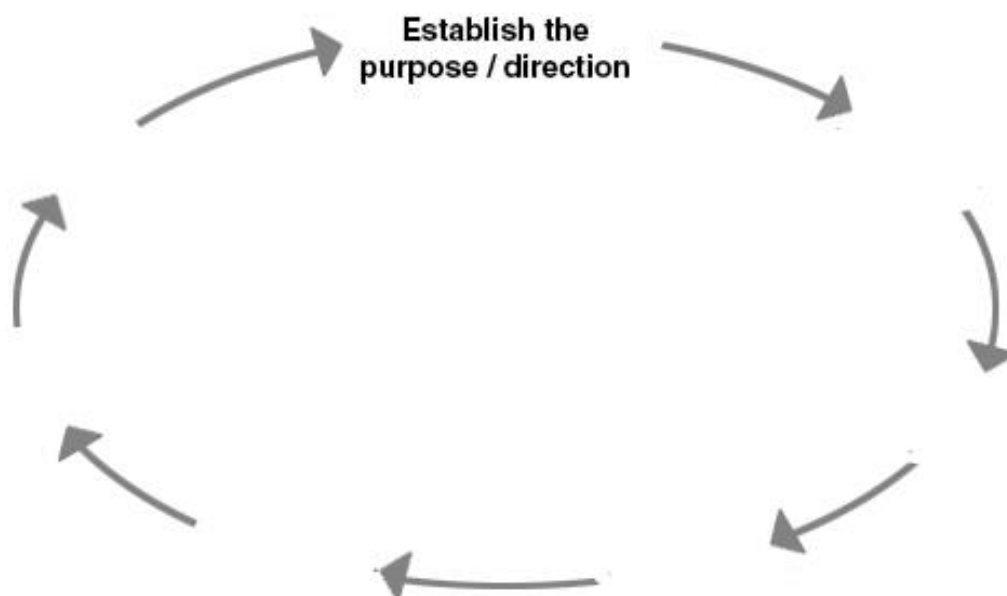
- 1.
- 2.
- 3.

List some of the character traits you feel confident about (perseverance, resilience, discipline etc.)

Which steps should I take to strengthen my life-skills and the list of character traits?

Year 11 - Lesson Plan 4 - Activity 1 – Personal development plan cycle

Read the stages of the PDP cycle below. Complete the personal development plan cycle (the first is done for you).



Establish your purpose or direction - The purpose of any development activity needs to be identified. You may do this, either, by yourself or with the help of your guidance coach, colleagues, or friends.

Record the outcomes - Keeping records serves to remind you what you have done. Most importantly your records will help you to focus on what you have got out of your development activity.

Undertake the development - Put your plan into action - what you do and how you do it should be your choice.

Evaluate and review - Evaluation is the key stage in the self-development cycle. There are two issues you should reflect upon: whether the development activity you have undertaken was appropriate and worthwhile; and whether and how your skills or working behaviour have improved as a result.

Identify development needs - Your development needs will depend largely upon your goals. You may need development to re-motivate yourself to improve your current performance. Alternatively, development may be required to prepare you for the next step in your career.

Identify learning opportunities - Draw up a list of the skills or knowledge you need to acquire, update or improve. Compare this list with your current skills and knowledge base and identify the gaps.

Formulate an action plan - For each of the skills and knowledge gaps you identify, set yourself development objectives. These need to be SMART: Specific, Measurable, Achievable, Realistic and Timely.

Year 11 - Lesson Plan 4 - Activity 1 – Personal Development

Name: Mr A		Department:	Organisation:
Date Personal Development Plan Completed:			
Part 1: Personal Analysis			
Before setting your short, medium and long term personal development plan, you should conduct a personal analysis, e.g. 'What are your strengths and weaknesses?' 'What external opportunities or threats might affect any plans you make?'			
Strengths		Areas for further development	
<p><i>My personal administration in the company and basic skills are good, and my detailed knowledge is generally sound for my level of training.</i></p> <p><i>I gained confidence from proving that I could cope with the pressure of a recent leadership course, even with very little sleep. I was composed during practical work and provided clear direction.</i></p> <p><i>Having the opportunity to lead a team over an extended period of time, I demonstrated that I have the ability to manage people to achieve specific tasks whilst under pressure.</i></p>		<p><i>It was difficult to maintain the work/life balance and maintain my physical fitness during my academic studies. As a result I lost some physical fitness.</i></p> <p><i>I need to take more time when planning tasks thoroughly before briefing my team members, i.e. present a solution, not a problem. My understanding of the planning process is still basic and requires more detail.</i></p> <p><i>In order to further build my confidence I need more experience as a team manager in different scenarios.</i></p>	
Opportunities		Threats	
<p><i>Demonstrate to my employer that I have both management and leadership training, and highlight my experience of a structured approach to analysing problems.</i></p> <p><i>This activity will help me refocus in order to achieve a better work/life balance.</i></p> <p><i>I can call on the support of my line manager to give me guidance on personal development.</i></p>		<p><i>Balance work and personal commitments.</i></p>	

Part 2 – Setting Goals				
What do I want to learn?	What do I have to do?	What support & resources will I need?	How will I measure success?	Target review date?
<i>Greater depth of knowledge of how to lead.</i>	<i>Complete the company leadership course. (Three weekend workshops).</i>	<i>1. Support from my manager and workshop trainers. 2. I will need three free weekends.</i>	<i>1. Course assessment. 2. My appraisal.</i>	<i>2 June, following appraisal.</i>
	<i>Get to know my department team and build their trust and confidence in my abilities.</i>	<i>Advice from my line manager and team feedback.</i>	<i>1. Formal and informal appraisals. 2. Self-evaluation.</i>	<i>Post appraisal</i>
<i>Widen my understanding of leadership.</i>	<i>Learn from the more experienced managers by observing them.</i>	<i>Senior colleagues.</i>	<i>Mentoring and personal appraisals during development programmes.</i>	<i>Post appraisal</i>
<i>Improve my fitness.</i>	<i>Allocate specific evenings during the week for fitness training and allocate time at weekends. Develop personal fitness programme to improve fitness and stamina.</i>	<i>Advice from gym fitness instructor.</i>	<i>Improved fitness levels will be self-evident. Improved personal fitness test score.</i>	<i>Quarterly Bi-annually</i>

Part 3 – Personal Objectives
Short Term Goals (next 2 years)
<i>Complete the company leadership course in order to become eligible for engagement in more challenging business project activities. (I accept that some of these goals may slip into year 2 – but no further).</i>
Medium Term Goals (2-5 years)
<i>Be given responsibility for leading and managing a small team in support of a challenging business project.</i>
<i>Engage in supporting some functions of a cross-functional project team which gives me significant business exposure.</i>
Longer Term Goals (5+ years)
<i>Gain promotion middle management and gain support of work colleagues and senior managers.</i>
<i>Be given responsibility for managing a large team of direct reports/ a number of teams.</i>
<i>Work towards becoming Head of Department.</i>

Using the previous example as a guide, complete the PDP plan below. You will look at a SWOT analysis of your skills, focused goal setting think about a short, medium and long term plan.

Part 1 – Personal Analysis

Strengths

Weaknesses

Opportunities

Threats

Part 2 - Setting Goals

What do I want to learn?	What do I have to do?	What resources will I need?	How will I measure success?	Target date

Part 3 – Personal Objectives

Short-term goals (present – 2yrs)
Medium-term goals (2-5yrs)
Long-term goals (5+yrs)

Year 11 - Lesson Plan 5 - Activity 1 – Self-assessment and reflection

Today we are going to look back on these lessons and think about how we did and what we

In this course we did:

- Goal setting – short, medium and long term goals
- Ethical dilemmas
- Skills and qualities
- Personal development plan

got out of each lesson. To get the most out of this exercise, you will need to think carefully about your answers.

Goals setting – short medium and long-term goals.

1. What goals do you come up with during this class?
2. Have you been able to continue to focus on those goals? If not, what has prevented you?
3. What can you do to stay 'on track' with your goals?

Ethical dilemmas – trying to do the right thing.

4. What did you find the biggest challenge about the ethical dilemmas?
5. Think about the answers you gave and your thought processes. What did you learn about yourself through doing these exercises?

Skills and qualities – who you are.

6. What did you learn about yourself in this lesson?

7. What personal qualities do you most like about yourself?

8. What skills do you most want to develop in the future?

Personal development plan - PDP

9. Have you completed your PDP? If not, what has prevented you?

10. Do you see the PDP as a useful tool? Why/why not?

11. What goal did you set in your PDP and are you still focused on achieving it?

Year 12 - Lesson Plan 1 - Activity 1 – Creating your vision

**“To inspire and nurture the human spirit
– one person, one cup and one
neighbourhood at a time.”**



Vision statements come in many different forms and can cover many different aspects of our lives. The one thing they all have in common is they are used to guide us, keep us on the path in order to achieve the goals we set and become the best versions of ourselves.

Below is a sample personal vision statement. What do the points tell you about the person who wrote it?

Sample Personal Vision Statement

Financial: I want to earn enough money through regular income and investments to make my family and me comfortable and secure.

Material Goods: I want to house, clothe and provide things for me and my family that are considered important to a "good life".

Personal Values: I want to live a moral, principled, physically fit life and be an influential model to my family and my co-workers.

Social Relations: I want friends whose lives I treasure and who treasure mine.

The Vision Statement

Do you have a clear mental image of who you will be in the future? Your vision is a "picture" of what you aspire to – and what inspires you – in your work life. Articulating your vision statement for your career is the first step in helping you eventually reach your career goals.

- Create time. Career visioning cannot -- and should not -- be rushed. It's also something that may take several efforts and false starts before things begin to clear and you start getting a grasp of your ideal future.
- Review your career goals and core work values.
- Suspend logic and pragmatic thinking. Remember that with a career vision anything should be possible to accomplish, so find a way to turn off any negative thinking that will block you from thinking big. Don't assume the future is limited to what is happening today!

Try one or more of these visioning exercises to help get your creative juices flowing. Think deeply about the questions and answer each as authentically as you can:

- How do you define career success? Are you achieving some level of success in your current job? What job will help you achieve complete success?
- What would you want to do today if all your bills were paid and you had relatively unlimited cash reserves?
- What would your career be like if you had the power to make it any way you wanted?
- What you would like your obituary to say about your career accomplishments and the types of impacts you left with the people you worked with?
- If absolutely no obstacles stood in the way of your achieving it, what would you most like to attain in your career?

- Who are the people you most admire? What is it about them or their careers that attract you to them? Is there something about what they have or do that you want for your career vision?
- Imagine yourself in the future at a point in which you have achieved career success? What is it that you have accomplished? What does your life look like? Is there balance between work and your personal life?
- Do you feel as though you have a gift or calling? How can you share this gift or best answer the call in a way that will fulfil you and give you life meaning?
- What's the one activity you most love? Is it part of your career? If not, how can you make it part of your career?
- Where would you like to be in in 5 years? In 10 years? In 15 years?

Write Your Vision Statement

Put it all together. Using one sentence or a concise paragraph, write your career vision. Consider writing a short vision statement along with a short description of how you currently see yourself accomplishing it - reaching your vision. Write everything in the present tense, as if you already have accomplished it. This creates the right frame of mind – confidence about your future – rather than keeping your vision in the distant future.

Once you've created your career vision statement, plaster it in various places and read it and say it aloud often. Imagine yourself achieving your career vision. Constantly reinforcing the image of you in your career vision will help you both consciously and subconsciously develop goals and action steps that will lead you to success!

Review your career vision statement regularly. Your vision can - and most likely will - change as you move closer to it.

My Personal Vision

Year 12 - Lesson Plan 2 - Activity 1 – Post-secondary research and application

Name of Student:

Go online and find information about the university, college and/or programme you choose. Find out the entry requirements.

What are the admission requirements or prerequisites for this programme?

Write down the contact details and the person to contact in the admissions office:

Are there still aspects of the university, college and/or programme you selected which are not clear to you? Was the information provided online on the websites sufficient?

Are you satisfied with the choice you made? Is the university, college and/or programme the right choice for you? Do you need to find out more to make your decision? Where can you get more information?

Notes:

Year 12 - Lesson Plan 3 - Activity 1 – Writing your personal statement

Convince the reader (Admissions Officer) of your dedication, passion and commitment to the subject. Showing passion for a subject is what makes you stand out (grades alone are not enough).

- A personal statement is like a short reflective essay you write about why you're the perfect candidate for the undergraduate degree course/s you're applying to. It should be relevant to your area of study.
- While many students may apply to the same university course with the same grades as you, *they aren't you* as a person, with *your* skills, experiences and thoughts. You need to stand out as a real person to an admissions tutor.
- A personal statement is usually a maximum of 4,000 characters and 47 lines.
- Be prepared to write a number of drafts – pay attention to spelling, grammar and punctuation.
- Compare to the two examples below. What makes one good and the other poor?

Excerpt from a good personal statement:

"What particularly captivated me towards working in the area of psychological background is when my younger brother started speaking to his 'imaginary friend'. From observation I noticed he would become aggressive, often throw temper tantrums as he was not able to express himself through neither words nor thoughts..." (Applying for Psychology/Childhood Education)

Excerpt from a poor personal statement:

"I have wanted to pursue a career in Primary Education for several years now. I also greatly enjoy my studies of English, having achieved A grades at AS level in both English Literature and English Language, which is why I wish to study this as a specialism..." (Education)

Notes:

Year 12 - Lesson Plan 4 - Activity 1 – Job search

Describe the job/occupation/profession:

Tick the relevant education for the job.

No Secondary school diploma	Secondary school diploma
On-the-job training	Trade or technical education
Apprenticeship	College degree or university degree
PhD - doctorate	
Specialisation after university	usually only receive the position through promotion

Skill required for the job:

Specifics of the job. Give a little explanation for each point.

- Commutable distance from home (can be reached on foot, bicycle, car, train?)
- Inside the city centre
- Inside an office
- Travel around various locations (plumbers, electricians, nannies)
- Outdoor work (construction, gardening, sports instructor)
- Indoor work (office, home, hotel, shops, airport etc.)
- Involves working with other people
- Involves traveling abroad

- Mostly working independently
- Possible Job hazards

Approximate working hours:

- Part-time
- Full-time
- Involves a lot of extra hours
- On-call duties
- Shift work
- Irregular hours

Tick the approximate salary:

Less than €10,000/year	€10,000 to €30,000/year	€30,000 to €60,000/year
€60,000 to €90,000/year	€90,000 to €120,000/ year	more than €120,000/year

Year 12 - Lesson Plan 4 - Supplementary activity – Resume Writing

Personal details

Name _____

Address _____

Telephone _____

E-mail Address _____

Educational background

High School _____

Address _____

Date of Graduation _____

Other Education or Training Programmes _____

Certificates _____

Licenses (e.g. first aid courses) _____

Awards _____

Work experience

Last Place of Employment _____

Address _____

Dates of Employment _____

Other Places of Employment _____

Address _____

Dates of Employment _____

Personal interests

Hobbies/Activities _____

References

First Reference _____

Address _____

Telephone _____

E-mail _____

Second Reference _____

Address _____

Telephone _____

E-mail _____

Year 12 - Lesson Plan 5 - Activity 1 – Self-assessment and reflection

In this course we did:

- Goal setting – creating a personal vision statement
- Post-secondary research and application
- Writing your personal statement
- Job search

Today we are going to look back on these lessons and think about how we did and what we got out of each lesson. To get the most out of this exercise, you will need to think carefully about your answers.

Goal setting – creating a personal vision statement

1. Thinking about the personal vision statement you created: is it still relevant to you? If not, how can you change it to make it more meaningful?

2. Do you think a personal vision statement is a valuable tool? Why/why not?

3. Why do you think people and organisations write vision statements?

Post-secondary research and application

4. Were you able to find out all the relevant information you needed regarding your future study options?

5. What do you still need to know about the post-secondary application procedure?

Writing your personal statement

6. Have you completed your personal statement?

7. Do you have any questions or concerns about writing your personal statement?

Job search

8. What factors do you need to consider when searching for a job?

9. What are your biggest concerns about searching for work?

10. Have you completed a resume in order to apply for a job? If not, where can you go for help in doing so (if necessary)?

11. What questions do you still have about tertiary study or joining the workforce once you leave secondary school?

Partners



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