

SKILLSROAD LESSON PLAN SUMMARY

Welcome to the Skills Road Career Planning Lesson Plans

Here you will find a series of nine lesson plans designed to help students adopt productive approaches to thinking about, planning and working towards their future career. Lessons are comprised of a mix of theoretical, story, video and activity based content aimed at engaging students and encouraging active participation and introspection. Lessons 1-4 are designed to encourage students adopt productive approaches to thinking about and planning for their future careers. It is recommended that these lessons be presented in consecutive order from lesson 1 to 4. However, each lesson is self-contained and can be presented out of order or in isolation if required. Lessons 5-8 are designed to help students adopt positive approaches and strategies that will put them in the best position possible to successfully achieve their career goals. Lesson 5 is split into two parts (Part I & II) and it is recommended that these two parts be presented across two consecutive sessions. Lessons 6-8 can be presented in any order. PowerPoint slide packs, which are to be presented to students, are available for each of the nine lessons. Teacher instructions are provided in the notes pane below each slide which you can use to guide you when running each lesson.

Lessons 1 – 4:

When students think about their future career options, the external motivators or end results associated with each career (e.g. money, fame, etc.) are often at the front of mind. These factors tend to heavily influence career preferences. Lessons 1-4 are designed to encourage students to focus less on what they want to get out of their careers and think more about which careers paths are likely to be compatible with their core beliefs, values, preferences and passions.

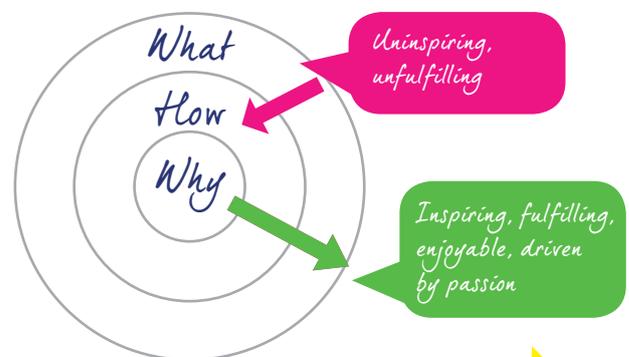
Lesson 1:

The "Why"

Lesson 1 introduces the concept of The Golden Circle. This concept promotes the importance of first and foremost focussing on the "why" when beginning to think about potential career paths and career aspirations. The "why" is the purpose, cause or belief that inspires a person to do what they do. The ultimate goal for students when thinking about their career possibilities should not be to find the career that they think will offer them the material rewards or accolades they desire. Rather, the ultimate goal should be finding the career that inspires them.

Once students have thought about their "why," "what" they want to do is entirely flexible and can be changed. If students decide "what" they want to do without giving consideration to their "why," any conflict between their "what" and their "why" cannot be so simply remedied. People are not free to select what inspires them at will. For this reason, it is important that students think about their "why" before worrying about their "what". Students are encouraged to forget about "what" they want to be during this lesson.

Students are asked to consider why a number of famous faces and people they're close to do what they do. They are then asked to consider their own "why". That is, why do they want a career? Why is their career important to them? Why is having a successful career important to them? What purpose they want their career to fulfil?



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skillsroad.com.au/career-quiz

Lesson 2:

The "How"

This lesson introduces students to the second step of The Golden Circle; the "How". This step involves thinking about possibilities and options for how to go about achieving a successful career in a way that is compatible with your "why". Students are asked to consider how people close to them as well as a few famous faces went about achieving success in their career. They are then shown the lengths some people go to and sacrifices that they make to achieve their career goals and asked to consider whether they would consider going to such lengths to achieve their goals. They are then asked to consider their own "how".

Lesson 3:

The "What"

This lesson introduces students to the third and final step of The Golden Circle; the "What". Students are encouraged to think about what they would like to do for a career if money was no object. They are encouraged to consider potential career options that they feel would be compatible with their previously established "why" and "how". Students are then encouraged to further explore the array of career options available to them by researching, trying and talk to others about career areas of interest. Finally, the class will work together to compile a list of all the resources that they have available to them to help them further with their career questions, decision and planning.

Lesson 4:

Learning Styles

This lesson introduces students to the differences in learning styles that exist between people. Students are encouraged to begin to consider how consideration of their individual preferences and characteristics can help guide their career decisions. Students are asked to pick

from descriptions of learning styles that they feel are most representative them before completing a Learning Styles Questionnaire to determine their personal learning preferences. Each learning preference is then explained in more detail and students are asked to reflect on how accurate they were in selecting their learning style preferences before they completed the questionnaire. The value of being aware of their individual learning style is then discussed.

Lessons 5 – 8

Lessons 5-8 focus on four key characteristics of successful people: resilience, motivation, discipline and sustained appropriate focus. The level that students display these characteristics can play a substantial role in determining whether they achieve their career goals. These lessons will encourage students to adopt positive strategies and approaches to work and life based on these four characteristics.



Lesson 5a:

Resilience (Part I)

Lesson 5a is the first of two lessons that cover resilience. Firstly, students are asked to brainstorm what they think it means to be resilient. Resilience is then clearly defined and the importance of showing resilience is

explained. Students are asked to consider their own strengths and abilities, as well as situations when they have experienced failure and how they reacted in these situations. Famous examples of resilience are presented to show that everyone experiences failure and that it is not failure itself but how you respond to failure that can determine whether you eventually achieve success. Finally, students take part in an activity that will test their resilience and provides a practical example of what it means to be resilient.

Lesson 5b:

Resilience (Part II)

Lesson 5b is the second of two lessons that cover resilience. Students are firstly asked to consider the various sources of pressure they face in their life. They are then introduced to the idea of "ducks" - negative and unproductive thought processes - and asked to consider their own "ducks". Role plays and class discussion are used to encourage students to think about positive strategies they could adopt to overcome these negative thought processes.

Lesson 6:

Sustained Appropriate Focus

This lesson covers the second of four key characteristics of successful people: sustained appropriate focus. Students are asked to consider what approach they would take to achieving a long term goal with no short term achievement requirements to keep them motivated and focussed. The importance of breaking down goals into smaller, achievable, less daunting goals that they can maintain focus on is then discussed. Students are then shown the value of planning with a short exercise before being introduced to the concept of action plans (written plans of action for achieving goals). Finally, this lesson highlights the importance of accountability, both to oneself and to others, for maintaining focus and sticking to goals.

Lesson 7:

Discipline

This lesson covers the third of four key characteristics of successful people; discipline. This lesson begins with a fun activity designed to test the student's discipline. Students are then asked to consider and discuss the importance of discipline in achieving their goals. An entertaining but insightful TED talk is included to promote greater thought and discussion about the importance of discipline. Students are asked to discuss the techniques they use to stay disciplined and think about what else they could do to become more disciplined. The lesson then goes on to suggest and explain various techniques that students could use to help maintain discipline.

Lesson 8:

Motivation

This lesson covers the last of four key characteristics of successful people; motivation. This lesson begins by asking students to consider what motivates them. Students then complete a questionnaire that will assess the degree to which they have a 'motivation to avoid failure' mindset compared to a 'motivation to succeed' mindset. Characteristics and responses to failure associated with each of these mindsets are then discussed and debated. Students are encouraged to not fear failure and reminded that even some of the most successful people have experienced substantial failures before they achieved success. Students are asked to consider how they behave when they experience failure and the influence that failure has on their level of motivation to continue working towards their goals. Finally, tips and tricks that can be used to help maintain motivation, even in the face of failure, are discussed with the class.