



Session 1: What do I think about my future?

Setting the scene for exploring values and careers

Learning Objectives:

1. To establish the purpose of these sessions
2. To establish a safe learning environment for students to be carried throughout all sessions
3. To initiate students into thinking in a self-reflective manner
4. To establish what students want to achieve from these sessions
5. To establish a starting point of students' understanding of values and careers from which to build upon in subsequent lessons

Learning Outcomes:

1. Learners can describe the components of a safe learning environment
2. Learners can describe why an understanding of what is important to them is useful for their future
3. Learners have a clear understanding of what they want to achieve from these sessions

Timing:

40 minutes

Group size:

Up to 30 students but smaller groups allow for more personalised discussion

Age range:

11-18 (using the support and challenge options as required)

Resources:

Sugar paper, Pens, Post-it notes, You and Your Future Questions, What do I think about my future? Questionnaire

Guide to using this Lesson Plan:

Text outlines steps

Text provides safety and support information

Text indicates resources are required for this activity

AIM	DESCRIPTION	TIME
ENGAGE <i>To establish the purpose of the sessions</i>	<p>Explain that these sessions are about helping students understand and articulate what is important to them as a precursor to making more informed choices and decisions about their future, specifically careers. After working through these sessions, students should have a better understanding of what is important to them and how they can use this as one more tool to help in planning their career and future.</p>	1 min
	<p>Explain that the aim of this session is to explore what students currently think about what is important to them and how they envision their futures. By the end of the session students should know the purpose of these sessions, how these sessions will be developed and what students wish to get out of them.</p>	1 min
<i>To establish a safe learning environment for students</i>	<p>Explain the importance of creating a comfortable learning environment for meaningful discussions so that everyone will benefit.</p>	1 min
	<p>Hand out post-it notes to students. Ask students to consider anything they should definitely do and not do as a group:</p> <p><i>THINK – Write a list of the things you should and should not do when discussing careers, aspirations and values</i></p> <p><i>PAIR – Discuss your list with a partner for 1 minute and add to your own ideas</i></p> <p><i>SHARE – If you have an idea you would like to share, put your hand up and share with the class</i></p>	4 min
	<p>Record the ideas somewhere central where they can be displayed each session.</p>	2 min
	<p>Explain that any student who does not feel comfortable taking part in any activity can opt out at any time and can be given other activities they feel comfortable with to work on during the session. Record this as one of the safe environment rules if not already included.</p>	1 min
	<p>Explain to students that any worksheets or evaluations they complete will only ever be shared with the teacher.</p> <p><u>Support:</u> Examples of rules for a comfortable learning environment could include: listen carefully to each other, respect each other's views, keep what's shared in the group confidential, only share what you</p>	

would like to share, ensure everyone is included, try to ensure everyone contributes etc. If students do not want to take part in any activity, they could be provided with classwork from outside the session (at the teacher's discretion) or asked to elaborate their responses to some of the individual activities relevant to these sessions.

Challenge: What role can peer support play in ensuring everyone gets the most out of these sessions?

ENQUIRE <i>To initiate students into thinking in a self-reflective manner</i>	Explain that now we have established the aim of these sessions and the ground rules, we would like to get students to start thinking in a self-reflective manner.	1 min
	<u>Hand out post-it notes.</u> Explain the rules of the 'Desert Island Ice Breaker'. Write the three categories (song, book, luxury item) on a board at the front of the class.	2 mins
	Ask students to put up their hands if they would like to share their items. Write the items under the categories on the board.	2 mins
	<u>Support:</u> Personalised teacher questioning, peer discussion or giving students more time to consider their responses before asking them again.	
	<u>Challenge:</u> Asking students to ask each other about the reasons for their choices, and explain their reasoning to their peers/class.	
EXPLAIN <i>To establish a starting point of students' understanding values and careers</i>	Explain to students that the previous exercise was a warm up to get them thinking and now we want to delve a little deeper into understanding what they currently think about their future.	1 min
	Explain to students that this is an individual piece of work that will be used for comparing their thoughts now and at the end of all the sessions to see how they have grown.	1 min
	Ask students to spread out across the room, to find space by themselves. <u>Hand out the evaluation form 'You and Your Future'</u>. Ask students to complete the questions in their own time. Ask students to hand in the evaluation forms to the teacher after completion. Use the answers to help plan and tailor future sessions to the students' needs.	8 mins
	<u>Support:</u> Clarify that all the content in these sessions will not be shared with anyone other than the teacher, there are no right or wrong	

answers, and anything anyone isn't sure about will be specifically discussed in the coming sessions.

Challenge: Ask students to elaborate on question 5 or 6, discussing the differences or similarities between their aspirations and their perceived realistic choices.

EXTEND <i>To establish what students want to achieve from these sessions</i>	Having answered some questions about their futures, we will now get students to think about why a knowledge about what is important to them could be relevant to these questions about their future.	1 min
	Ask students to get into small groups of 2 to 4 people. <u>Hand out a piece of sugar paper to each group.</u> Using their answers to the individual questions as inspiration, ask each group to choose two different careers from the group and write each one on one half of the paper.	1 min
	Ask the groups to now swap their piece of paper with the group next to them. Once they have received the new paper with new careers, each group should write down their ideas about why someone would choose each of those careers in a mind map style.	2 mins
	Once they have written down all their ideas, swap the paper with another group so each group is seeing new careers and ideas. Now ask each group to write down ideas about the differences between the reasons people would choose those careers.	2 mins
	Finally, in a teacher facilitated group discussion, ask students in each group to vote which career they would rather go for, then discuss the differences in students' career choices and ask students to articulate why this might be.	4 mins
<p><u>Support:</u> Remind students of the rules for a safe learning environment and optional participation. If students are uncomfortable sharing their career choices, have some suggestions ready for them to use instead. For why someone would choose a specific career, examples could be: makes a lot of money, celebrity, exciting, adventurous, easy to access, staying close to family. For the differences between the reasons for choosing those careers, examples might be:</p> <ul style="list-style-type: none"> • Going with gut instinct • Following your dream • Being successful • Being practical 		

- Family reasons

Students might see differences in which career they vote for which might be a representation of differences in what is important to them. Linking back to the rules for a safe environment, ensure that each student feels comfortable in voluntarily expressing what is important to them and reiterate that no answer is right or wrong, we are just here to understand and explore.

Challenge: Ask students to critically discuss whether one option is really 'better' than the other, or whether the differences in career choices may be more about the different priorities people assign to things like family, money, success etc. Is there another name for these things that are important to us? How can we refer to them?

EVALUATE
To establish a starting point of students' understanding values and careers

Explain that now there is another individual piece of work for students to complete that asks a few, simple questions about their futures and some concepts they may or may not be familiar with, but are going to become a core part of our sessions. This questionnaire, and the 'You and Your Future' questions, will help guide students (and teacher) in developing the sessions. 1 min

Explain to students that this is an individual piece of work that will be used for comparing their thoughts now and at the end of all the sessions to see how they have grown. 1 min

Explain to students that there will be some concepts in these questions that we haven't covered yet, but we want to understand how much students already know (or don't know) about these, so we can build upon these concepts in greater depth in subsequent lessons. 1 min

Ask students to spread out across the room, to find space by themselves. Hand out the questionnaire 'What do I think about my future?'. Ask students to complete the questions in their own time. Ask students to hand in the questionnaire to the teacher after completion. Use the answers to help plan and tailor future sessions to the students' needs. 4 mins

Conclude the session with a reminder of the aim of the sessions and the specific goals of this session. Ask students to keep in mind what they want to achieve from these sessions. 3 mins

Further Support: Teachers can ask students to complete the evaluation



and reflection questions at any stage(s) during the sessions, to get a more detailed understanding of the students' progress. If a teacher decides to do so, they should also share the results of the evaluations and reflections with their students, and engage in discussions about their progression, and what they feel that student can be supported or challenged in further.

Support: Clarify that all the content in these sessions will not be shared with anyone other than the teacher and there are no right or wrong answers. Use the answers to help plan and tailor future sessions to the students' needs.

Challenge: Ask students to elaborate on what they wish to achieve at the end of the sessions, why they would like this and suggest ways in which they could ensure they reach these goals.
