



Session 5: What have I learned?

Reviewing learning from the sessions and identifying areas for further action

Learning Objectives:

1. To help students create a feasible action plan that links to broader outside activities for following up on their chosen career choices
2. To explore student development as a result of these sessions
3. To help students understand and evaluate their personal learning journey and highlight areas on which they wish to focus in the future

Learning Outcomes:

1. Learners can describe a clear action plan for achieving their career aspirations that links to broader outside activities
2. Learners can describe their personal development throughout the sessions and identify areas they wish to develop further

Timing:

50 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:

Action Plan, new You and Your Future evaluation and What do I think about my future questionnaires, completed You and Your Future evaluation and What do I think about my future questionnaires (from the first session), students to bring their KWHL homework and Strengths and Values Worksheets

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 what is important to them as a precursor to making more informed choices and decisions about their future.</p>	1 min
	<p>Explain that the aim of this session is to help them set up a feasible action plan for achieving their career aspirations and review their personal development from the past four sessions. By the end of this session they should be able to describe their action plan, their personal development path and identify any areas they wish to work on in the future.</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>Ask students to think back to the first session where they established rules for a safe learning environment. Ask students to put their hands up and share as many of these rules as possible. Using the rules recorded at the start of the first session, review them as a class.</p>	2 mins
ENQUIRE <i>To help students create a feasible action plan that links to broader outside activities for following up on their chosen career choices</i>	<p>Ask students to get out their KWHL Flowchart from the last session.</p>	1 min
	<p>Explain to students that this is an individual piece of work, there are no right or wrong answers and it is all about personal development, so it doesn't matter about what other people have done, only what they have done individually. Remind students that these answers do not have to be shared with the class or even the teacher unless they choose to do so.</p>	1 min
	<p>Hand out the Action Plan worksheet. Using the top career(s) they have chosen after completing the KWHL homework exercise, ask students to complete the Action Plan.</p> <p><u>Further support:</u> Invite a career advisor (or equivalent) to attend this session to book one-on-one follow ups with students. If possible, book the school computer lab to allow students to research careers fairs or the number of a company they would like to do work experience with.</p> <p><u>Support:</u> Provide information on various opportunities students can take advantage of to achieve some of their career aspirations, such</p>	8 mins

as upcoming, local careers fairs.

Challenge: Students can also use their Strengths and Values worksheet to develop their plan further and expand the relevance of the exercise outside of careers and into other aspects of their lives such as through work experience, voluntary work etc.

EXPLAIN <i>To explore student development as a result of these sessions</i>	Remind students of the evaluation questions they completed in the first session which helped establish the starting point for these sessions and explain that they will now complete the questions again in order to see how they have developed as a result of these sessions.	1 min
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	Explain to students that this is an individual piece of work, there are no right or wrong answers and it is all about personal development, so it doesn't matter about what other people have done, only what they have done individually. Remind students that these answers do not have to be shared with the class or even the teacher unless they choose to do so.	1 min
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	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.	8 mins
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Support: Clarify that there are no right or wrong answers and if there are still concepts or ideas that students find challenging, these can be addressed in planned one-to-one sessions that can be arranged at the end of this session.

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 explore student development as a result of these sessions</i>	Remind students of the questionnaire they completed in the first session which helped establish the starting point for these sessions and explain that they will now complete the questions again in order to see how they have developed as a result of these sessions.	1 min
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	Explain to students that this is an individual piece of work, there are no right or wrong answers and it is all about personal development, so it doesn't matter about what other people have done, only what they have done individually. Remind students that these answers do not have to be shared with the class or even the	1 min
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teacher unless they choose to do so.

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. 3 mins

Support: Clarify that there are no right or wrong answers and if there are still concepts or ideas that students find challenging, these can be addressed in planned one-to-one sessions that can be arranged at the end of this session.

Challenge: With a peer, critically discuss action plans for the future, offering suggestions and support.

<p>EVALUATE To help students understand and evaluate their personal learning journey and highlight areas on which they wish to focus in the future</p>	<p><u>Hand out the initial responses from session one to the You and Your Future and What do I think about my Future evaluation and questionnaire.</u> Ask students to read through their responses and identify any changes. Ask students to individually rate their personal development for different areas from 1 to 10 where 10 is a significant development and 1 is very little development. Remind students this rating is about personal development, so there is no need to rate themselves against anything other than what they believe is important.</p>	<p>6 mins</p>
	<p>Using their Strengths and Values and My Careers worksheets and their personal development ratings, ask students to review the areas that they felt were most important to them, and highlight anything they wish to work on more.</p>	<p>4 mins</p>
	<p>Ask students to get into pairs and discuss their initial goals for the sessions and how they might/not have been met or changed throughout the sessions. Remind students of the safe learning environment rules and if anyone is uncomfortable sharing then they don't have to.</p>	<p>4 mins</p>
	<p>Ask students to voluntarily share some of their observations with the class on whether they met their goals, how satisfied they are with the outcome, whether there have been any significant changes in their responses and what they would like to work on more. Remind students they do not need to share if they do not want to.</p>	<p>4 mins</p>
	<p>Conclude the session by reminding students of the overall aim of all</p>	



of these sessions with regards to understanding what is important to them and using this to plan their careers and futures. Highlight the importance of following up on the plans they have made throughout the sessions, and the usefulness of the personal development exercises in a wide range of circumstances, not just for careers. Remind students that if they would like further support or guidance with any of the subjects covered in these sessions, they can seek help with a teacher or careers advisor. 2 mins

Support: When discussing goals with a peer, students can ask questions such as: Who achieved their goals? What were they? Have their goals changed as a result of the sessions? In what way?

Challenge: Students can build on their suggestions for improving strengths from the Strengths and Values worksheet and critically discuss why their goals might have changed, why have their goals not/been met and what the crucial turning points were in their personal development.
