



Session 4: What links values and careers?

Exploring the ways in which values and strengths can help in choosing and following a career path

Learning Objectives:

1. To help students understand how values can be used to choose a career
2. To help students understand how strengths can be important for preparing for a career
3. To help students identify career choices based on their values and strengths
4. To help students begin to explore their career choices in more depth

Learning Outcomes:

1. Learners can describe how their values can be used to choose a career
2. Learners can describe how cultivating different strengths can be useful for preparing to enter a career
3. Learners can identify some careers that match their values and strengths
4. Learners can identify their knowledge gaps about their chosen careers and have a plan of how to fill these gaps

Timing:

45 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:

Career Cards, My Careers Worksheet, Value Cards, students to bring their My Strengths and Values Worksheets

Guide to using this Lesson Plan:

Bold text outlines steps

Underlined text provides safety and support information

Underlined text indicates resources are required for this activity



AIM	DESCRIPTION	TIME
ENGAGE <i>To establish the purpose of the sessions</i> <i>To establish a safe learning environment for students</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 students understand how values and strengths are one set of tools that can be used to choose a career and to identify career choices based.</p>	1 min
	<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 understand how values can be used to choose a career</i>	<p><u>Set up the Career Cards around the outside of the room, leaving enough space for groups to have discussions around them. Arrange the Value Cards together at the front of the class.</u> Ask students to each come up and choose five random values, they do not have to be their own values.</p>	2 mins
	<p>After each student has five value cards, ask the students to choose one of the careers around the room that most interests them, and go stand by it. Make sure that there are at least two students at a career as this needs to be carried out as group work.</p>	2 mins
	<p>Ask each career group to discuss which of the values they have would be the most important for their career. Ask them to choose the top five most important values.</p>	3 mins
	<p>In a teacher facilitated class discussion, ask each group to share their top five values for each career, and ask if any students would like to change their career choice based on the values that are most important to the careers. Ask any students who want to change to walk over and stand next to their new career.</p>	3 mins
	<p><u>Support:</u> Any careers can be used, the career cards are purely a primer. Consider consulting a careers advisor or websites such as www.prospects.ac.uk or www.plotr.co.uk. Any values can be used, the</p>	

value cards are purely a primer. Consider consulting websites such as values.com for more inspiration. Remind students of the rules for a safe learning environment. Display the agreed definition of a value from Lesson 2 at the front of the class to help students consider how values might be relevant to different careers. Ensure students hold a diplomatic meeting in their career groups, allowing each individual to have their say. After hearing the discussions about the most important values for each career, students may find that a different career suits their values more than their current one. Ensure that students feel comfortable to share this and change career if they wish.

Challenge: Have students considered how values can be used to choose careers before? Would they have ever considered making a career choice based on their values before? What other values might be important to these careers?

EXPLAIN <i>To help students understand how strengths can be important for preparing for a career</i>	In their career groups, ask students to discuss which of their top five values is most important to least important, then stand in a line showing their ranked values to indicate they have completed the task.	3 mins
	Ask each group to share their value rankings for their career, and explain why they have come to this conclusion. In a teacher facilitated class discussion, ask students to highlight any differences in opinion amongst the group, and discuss how they came to their final conclusion.	3 mins
	In their groups once again, ask students to consider which strengths might therefore be most important to this career.	3 mins
	Ask each group to share the strengths they felt were most necessary to their career.	1 min
<p><u>Support:</u> Remind students of the rules for a safe learning environment. Display the agreed definition of a strength from Lesson 2 at the front of the class to help students consider how strengths might be relevant to different values and careers. Ensure students hold a diplomatic meeting in their career groups, allowing each individual to have their say. When thinking about important strengths, consider strengths related to the top ranked value first, then second, and so on.</p>		
<p><u>Challenge:</u> What can students do to cultivate the strengths required</p>		

for these careers?

EXTEND
To help students identify career choices based on their values and strengths

Ask students to go back to their seats. Hand out the My Careers worksheet. Ask students to get out their My Strengths and Values worksheet from last session. Using the strengths and values listed last session, fill in the circle on careers that match their values, strengths and weaknesses. 5 mins

When ready, ask students to look at the circles with the career suggestions and any careers that are the same should be written where the circles overlap. 5 mins

Support: Remind students of the safe learning environment rules and that this is an individual piece of work. Prepare career suggestions if students struggle to think of careers that can fit into either circle, for support and inspiration seek the assistance of a careers advisor or websites such as Prospects and Plotr. If students do not have any careers that match their strengths, weaknesses and values, suggest similar careers that include some aspects of what they enjoy and what they are good at.

Challenge: Thinking back to the first session when students filled out the evaluations are the dream and realistic careers the same or different from the ones listed here?

EVALUATE
To help students begin to explore their career choices in more depth

Ask students to turn their worksheet over to the KWHL Flowchart. Using three of their favourite careers they listed in the overlapping sections of the Venn diagram, fill in the first two columns of the KWHL Flowchart, what I already know and what I want to know. 4 mins

Once complete, ask students to turn to their peer and together complete the third column on how they will find out more information about their top three careers. Ask students to discuss different options for researching their careers. 3 mins

When ready, ask students to complete the what have I learned about that career column as homework for the next session. Ask students to choose their top two careers out of the three to investigate further in the next session. Ask students to bring the My Careers worksheet with them to the next session. 1 min

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 2 mins



they want to achieve from these sessions.

Support: Remind students of the safe learning environment rules. Prepare suggestions for how to access information on careers, with the help of a careers advisor or websites such as Prospect or Plotr, or visiting their local library or arranging to meet their school careers advisor.

Challenge: Which of the careers in the Venn diagram do they aspire to do and which do they know they can do? Do they have a plan in place for helping them reach the careers they aspire to?
