

My Dream Job - Session Plan

Time	Action	Description	Resources
5 min	Tutor Input	<p>Welcome and learner outcomes.</p> <p>By the end of this session you will :-</p> <ul style="list-style-type: none"> • Be able to take a creative approach to identifying your career choices • Have identified key elements which would make up your ideal job • Have a clearer idea of what type of job would suit you even if you don't know exactly what that is • Have enjoyed just talking about it 	<p>Flipchart/Whiteboard</p> <p>Pens</p>
5 min	Discussion	<p>Explanation & Context</p> <p>Not everyone has a clear idea of what they want to do for a job. And, if you don't know what you want to do, then you don't know what skills or qualifications you need. Then, because you have no clear purpose, you find it difficult to get motivated about what you're doing right now.</p> <p>Sometimes you may feel under pressure to get things done and be striving to achieve or be working towards your chosen career. It's frustrating to see somebody else who has all the answers when it comes to their career.</p> <p>But equally, just because they know now . . . doesn't mean they'll always know. With your career, you're also allowed to change your mind. It's good to be honest with yourself and to do what makes you happy. A little 'day-dreaming' at this stage doesn't do any harm, in fact its positively helpful.</p> <p>So what can you do? Well, you could . . .</p> <ul style="list-style-type: none"> • take the analytical approach and say, well I'm good at A, B & C, so I'll do X. But just because you <u>can</u> do something, doesn't mean that you'll enjoy it. (although it might be that you do!). • take a creative approach to identifying what career would suit you. This may help to identify a job which you will find rewarding and 	<p>Flipchart/Whiteboard</p> <p>Pens</p>

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		<p>fulfilling.</p> <ul style="list-style-type: none"> • Or, you could do both! <p>Teacher's Note – it may be helpful to explain how you arrived at your chosen career.</p>	
20 min	Individual Activity	<p>Although this is an individual activity, students may work in small groups of 4 or 5 to support each other.</p> <p>Issue each student with a piece of A3 paper onto which they should write the heading “My Dream Job” (it's also helpful if they put their name on the page too!). Each group should have scissors, glue and a number of magazines and job adverts available to them. (They can negotiate with other tables for different magazines/adverts as the activity progresses).</p> <p>Thinking about what they want to gain from a job, Students have 20 minutes to cut out words, pictures or sentences from adverts which attract them.</p> <p>It is important to note that at this stage, they are not trying to find whole jobs which appeal to them . . . the focus should only be on words and images that they find appealing. (Looking for whole jobs will restrict their thinking).</p> <p>Students should be told to select the words and images quickly, without over analysing what they mean.</p> <p>Having cut out the words and images they found attractive, they should stick these to their A3 Sheet, thus making a collage for their “Dream Job”.</p>	<p>A3 Paper</p> <p>Pens, scissors & glue</p> <p>Lots of Magazines & Job Adverts</p>
10 min	Discussion	<p>Display collages on the walls or ask a few students to share their collage with the rest of the group. Use the following questions to debrief the session:-</p> <ul style="list-style-type: none"> • What surprised you? • What did you learn? • What happens if you do get your dream job? • What happens if you want to be a pop star but are unlikely to 	<p>Student's collages displayed around the room.</p>

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		<p>achieve it?</p> <ul style="list-style-type: none"> Jim Rohn says "modify your dreams or magnify your skills" – what does this mean to you? 	
2 min	Explain	<p>Why are we doing it this way?</p> <p>Explain that the left side of the brain is used for logic and the right side is used for creativity. By using creative methods when working on what could be deemed as a logical problem, we activate both sides of the brain and tune in to our subconscious more effectively.</p>	
3 min	Discuss	<p>What next?</p> <p>Discuss - looking at their Dream Job Collage, students may start to see patterns forming from the job elements they have identified which may start to point them towards a specific career or industry.</p> <p>Future Action – Using key themes from the collage, students should now research job advertisements in papers, magazines and internet, finding those that most accurately reflect the words and images identified in their collages. Jobs which contain a significant number of elements from the collage are more likely to be a good fit in terms of career choice.</p> <p>The results of this exercise can also provide the basis for discussion with careers advisors at a later date.</p>	
5 min	Tutor Input	Review learner outcomes and close.	Students to take their collages with them.

This session meets the following Criteria/Outcomes:- PHSE KS4 NSG – 1a, 1b, 1f & 1g. S.E.A.L. – 1, 2, 3, 19, 20 & 22.