Session Plan 1

Program Name::	[redacted] Pathways Planning		
Session title:	**Session One - Orientation**	Total time:	2 hours
Unit of Competency:	FSKLRG07 - Use strategies to identify job opportunities		
Learner Outcomes:	By the end of the session the learner will have: ▪ Specify what learners will know, be able to do or be able to demonstrate when they have completed the session ▪ Outcomes are usually expressed as knowledge, skills, attitudes or values. **E.g.** By the end of the session the learner will have: ▪ Demonstrate knowledge of terminology as per simple forms such as; form, capital letters, name, address, phone number, first name, last name by identifying individual words and matching to meanings ▪ Practiced writing their name, address, and phone number using the correct format ▪ Completed a simple form containing name, address and phone number ▪ Started to identify individual strengths and aspects of personality that will assist them as job or volunteer role seekers. ▪ *Add anything else will I need to cover in the session to build skills and knowledge?*		
Resources:	**E.g**. resources may include: • Handouts on capital and lowercase letters • White board markers • Simple form with name, address, phone number • *What else do I need to deliver this session?*		
Learner needs	The target participants for this ACE delivery include but are not limited to those who have some of the following: • Low self-esteem • Limited or no recent workplace experience • Low levels of Language Literacy and Numeracy • Negative previous educational experiences • Limited concept of a future direction in their life • Possible social isolation • Limited or no network of friends, family and support etc.		

Time	Activities	Resources

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45 minutes	**1. Introduce Self, Course and outcomes for course** - 15 min Housekeeping: • Toilets • Break time • Tea and coffee • Emergency exits • Complete ACE Enrolment Forms – 10 minutes • Develop 'class norms' by asking the group to work in small groups to list the things that are important to them when working in a group situation (or brainstorm this as a full group) – 15 minutes **Getting to know each other** (30 min) Develop discussion and interaction by completing a mingle activity such as: a. Get to know classmates by playing Bingo: find someone who… b. Brainstorm ideas to find out about people and list on the board c. Share feedback on undertaking activity with new class mates **See lesson plan: Pathways Bingo** **Human Bingo**: A Getting-to-Know-You activity **Activity focus:** How are we similar and how are we different? **Objectives:** participants get to know each other by asking each other questions, writing down each other's names, and identifying similarities and differences. **Summary:** This exercise is a getting-to-know-you "ice-breaker" that gets participants up and moving around and talking to each other. It is also a powerful way for participants to see that they are not alone, and that others may share their life experiences. **Materials:** • BINGO sheets • Pens or pencils **Procedure:** 1. Explain to participants that the following activity is a way for them to learn about each other and find out what they have in common and how they differ by playing Human Bingo: get to know you! 2.Brainstorm ideas for the Bingo sheets and list on the board (see ideas below to prompt learners) 3. Each learner will select 9 items from the list and write in their Bingo cards 4. Explain that for this game they will: a. Have 10 minutes to fill out their BINGO sheets with the names of their peers. b. Walk around asking each other questions from the BINGO box and then write their classmates name down for that box. c. Give an example: "if the BINGO box says 'brown eyes' you might ask your friend 'do you have brown eyes?' or 'what colour eyes do you have?' then you would	Pathways Bingo – activity sheet Pathways Bingo lesson plan Whiteboard /markers Pens

	write their name in the box. The goal is to get all of the BINGO boxes filled in, but it is not a race or competition. d. Pass out BINGO sheets and pens or pencils. Direct the participants to write their own name for one box. Remind them they can only put their name in one box! e. Ask participants to stand up (or move around), begin mingling and filling in their BINGO sheets. Give participants 7 to 10 minutes for this activity. Remind them its ok if they do not fill in all the boxes. (Longer if most have lower literacy skills) 1. Begin a discussion by asking: • What did you notice? • Did you know you were not the only one who put an asterisk (*) in something from a BINGO box? • How did it make you feel to do this activity? **Journal prompt:** Write a few sentences about the box you put your name into. What is something surprising you learned about someone else? **Evaluation:** • Did participants fill in a box with their own name? • Did participants mingle as they got names for each box? • Were participants able to analyse the information in the boxes, finding commonalities and differences amongst themselves? **Alternative or additional activity:** Have participants create <u>their own</u> BINGO sheets with creative ideas for each box. Sample BINGO boxes (create a BINGO sheet that best suits your participants!) • Brown eyes (or Blue or Green eyes) • Is an only child • Has an older (or younger) sibling • Has a sibling • Was born in another country • Has parents do not speak English • Speaks two languages • Has travelled out of the state (Or lived in another state) • Has travelled out of the country • Has been to 2 or more schools • Can cook food from their culture • Loves to eat food from other cultures • Is afraid of flying • Wants to be an artist • Loves sport – name favourite • Loves _____ music **Play the Pathways Bingo activity**	

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	Tutor says the instructions: Write a different example in each square. You will need to find a classmate who has this feature (e.g. Blue eyes, is an only child etc). Write the person's name under the feature. What did you learn about someone that surprised you? Write a few sentences about this…	
10 to 15mins	**Morning Tea Break**	
10 mins	**2. What things are we good at? (10 min)** **Tutor says:** Now that we have found out a bit about each other, let's start to explore what each of you is good at. When looking for a job or a volunteering role, a good place to start is to think about what you are ***good at doing***. As the course progresses, we will also what you ***like to do***. Sometimes we have to do jobs or roles that we don't like to do or that we are not so good at – but understanding and exploring the difference is important. **Pre-planning: Use Multiple Intelligences Pizza** – (laminate in colour as A4 or A3 size) then cut out individual "pizza slices" and stick each "slice" on the wall randomly around the room. **Introduction** Share with learners that according to Howard Gardner 'we are ***all*** smart in different ways' a. Introduce the 8 SMARTS from Gardner's Multiple intelligences – interpersonal (people smart), intrapersonal (self smart), linguistic (word smart), logical/mathematical (logic smart) spatial (picture smart), bodily – kinaesthetic (body smart), naturalist (nature smart), musical (music smart). b. identify a number of related jobs / activities for each smart – e.g. music – singing, selling music, working at concerts etc. c. share with whole group a. Show the whole **Multiple Intelligences Pizza (smarts – as a poster)** and identify each section **–** instruct the learners to stand next to the Multiple Intelligence 'pizza slice' they most identify with. b. Share with others in your group why you identify with this 'smart pizza slice'. c. Repeat the activity – learners go to stand next to another 'smart pizza slice' they identify with, and talk about why they also identify with this.	Multiple SMARTS poster and laminated "pizza slices"

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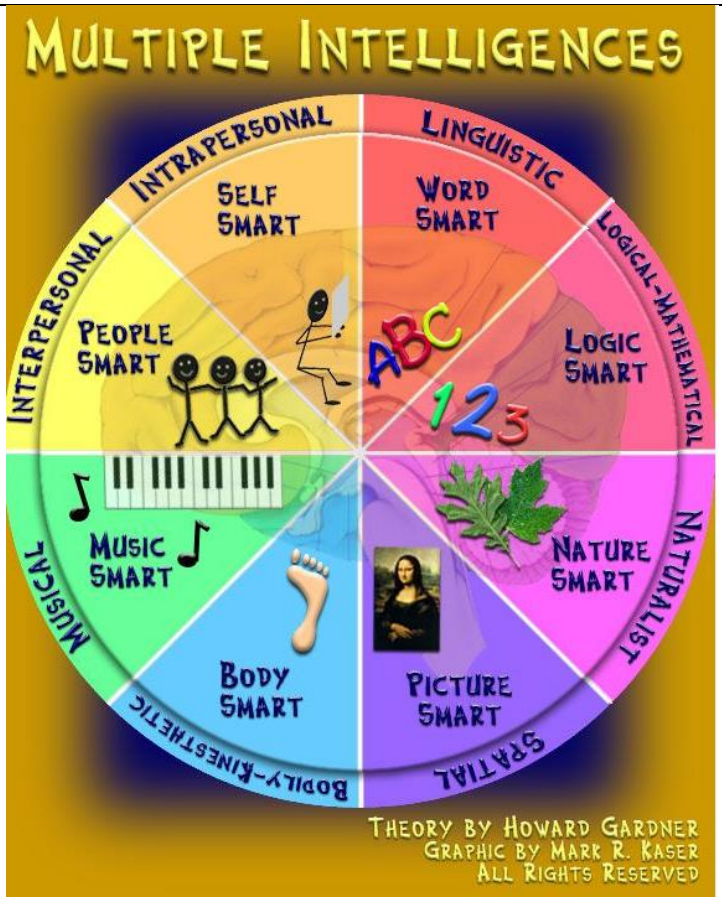
20 mins	 **Information for tutors:** You could suggest to participants that they could find out more about their strengths, and their personality through the following links (either at home, at a library, with a friend or in the learning environment if the available technology permits that – pairs could share a computer if need be.) • https://www.literacynet.org/mi/assessment/findyourstrengths.html • https://personalitymax.com/ This interesting quote – by Charles Schwab describes the importance of **personality** to a person. Schwab is **saying** that **personality** is what defines each person and it is what others remember us by, just as a **flower** is defined, and remembered by, its **perfume**. Personality is to a man what perfume is to a flower Tutor shares with learners that 'we are all smart in different ways' – we are all unique. No flower is identical to another. Just as no snowflake is identical to another, no human is identical. This is even true for identical twins or triplets. **Tutor asks**: Why? – Brainstorm – different interests, learning styles, life opportunities etc. We are all unique and understanding ***how*** we are different is useful when embarking on life's journeys. We will focus a lot on this during this program.	

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	Assessment **3.** identify activity that links directly to assessment **4.** identify how it links to the learner outcomes E.g. may include but not limited to: a. assessment observation sheet b. observation checklist c. portfolio of work d. other methods you might use to assess learner outcomes	
	Review session *Evaluate session by reviewing the following:* • *What was completed / not completed or didn't work well?* • *Were learner outcomes achieved?* ○ *If not why not (could be weather/ lack of attendance/ content to high- too low / lesson plan not clear enough* ○ *identify what learner outcomes need to be consolidated (if any)* • *What learners did well or how understood outcomes?* • *Which learners need further support / practice to consolidate understanding?* • *Assessments – which learning activities directly align to the observation sheet*	