Session Plan 2

Program Name::	[redacted] **Pathways Planning for Employment**		
Session title:	Session Two - Identifying Personal Strengths and Values	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: ▪ More knowledge of their strengths, abilities and values ▪ Increased skills needed to research possible employment, volunteering and study pathways ▪ Increased self-confidence and awareness of…. ▪ Developed an elevator pitch that could be used when contacting potential employers to offer their unique set of skills and abilities ▪ An emerging belief about their ability to use a range of techniques and strategies to find about possibilities considered worthy of pursuit.		
Resources:	**E.g.** resources may include: • Handouts and activities on building self-awareness – based on theories about multiple intelligences, learning styles, etc. • White board and white board markers (or butchers paper and permanent markers)		
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		

Time	Activities	Resources
10 mins	**Review:** Session 1 Allow a few minutes for small groups to meet to discuss what was covered in the first session, what was most interesting, least interesting etc. Tutor to listen to comments and clarify any areas that were unclear. **Tutor recaps** last session - mentions what was covered, most important messages etc. Reminds learners that the 8 SMARTS theory highlighted 'we are all smart **in different ways'.**	Whiteboard /markers Pens

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15 mins (up to 45 mins or more if you have a guest speaker/s)	This session covers: • Personal Strengths and Values • How to talk about myself • What to say after you say hello • Identifying where the jobs are (now and that may be emerging):	
	Current and emerging job and volunteering roles in and around the local area **Theory input – Australian employment 'landscape":** **Jobs exist in a variety of industry sectors** **Private sector** – small, medium and large organisations (a business or company) **Public sector –** three levels of government – Federal (also called Commonwealth), State and local. **Not for profit sector -** small, medium and large organisations, charities and foundations. Each of these sectors have "occupational" streams that we will at in much more depth in later sessions, but in this session we want to **start** you thinking about where jobs and volunteering roles might be in and around the local area. **Tutor hands out activity:** Current and emerging job and volunteering roles in and around the local area. **Tutor says:** Page one of this handout summarises the industry sectors in Australia and provides you with some useful websites that will assist with job seeking. Brainstorm industries for work – agriculture / hospitality / aged care etc. In small groups under each heading research: ▪ Employers / jobs in local region ▪ future jobs in region ▪ online jobs advertised **Note to Tutor:** It would be useful to invite a guest speaker to attend part of this session to discuss current and emerging job roles in the area. **Activity:** Current and emerging job and volunteering roles in and around the local area	

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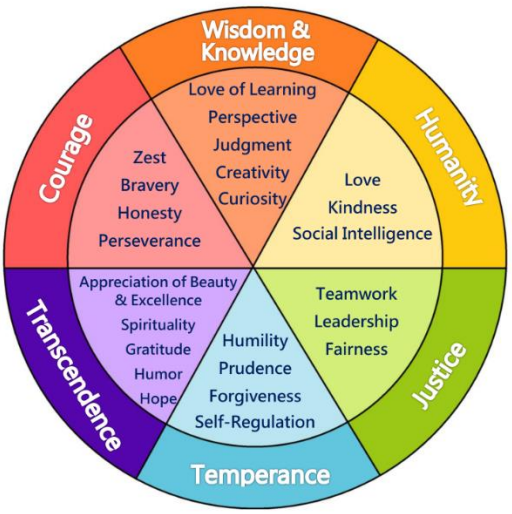
30 min 30 minutes	**Developing the confidence to answer the 'Tell me or tell us about yourself' statement** **Tutor says:** Now we've spent some time looking at future possibilities for you to target for employment, volunteering or future training, let's explore how you might go about confidently answering the statement 'Tell me or tell us about yourself' that is often asked during an interview or in a first meeting. Before answering this question (and it's often the first thing that we're asked when we meet someone new in **any** social setting – at the bus top, at a party or pub etc.) it is worth knowing some things can help you to answer confidently. **a.** Understanding your own strengths, values and interests. No two snowflakes are identical – even if they all look the same to us their structure and form is always different. Humans are the same – so knowing more about the "unique you" is helpful here. **b.** Having a short pre-prepared "elevator speech" can also be very useful and help you to overcome any jitters. Let us start by exploring the "unique you" firstly. **a.** Participants complete activity handout to record individual values. E.g. Values activity card set, Exploring values, Values clarification or Values exercise -Taproot). **Tutor chooses** an activity that is considered best for **b.** the audience. **c.** Identify my strengths at: http://www.viacharacter.org/www/ Pair up learners to support each other for a successful completion of VIA character strengths survey. • Discuss outcomes with whole class. Tutor explains theory: **Strengths have five fundamentals:** **1.** The strengths approach ***focuses on*** what is ***right***, what is ***working***, and what is ***strong*** **2.** Strengths are ***part of our basic human nature***, therefore every person in the world has strengths and deserves respect for their strengths **3.** ***Our areas of greatest potential*** are in the areas of our greatest strengths **4.** We succeed by fixing our weaknesses only when we are also making the most of our strengths (and we prefer to say "areas for development" rather than weaknesses because we all have areas that we can develop and grow)	Values Activity Card Set (card sort activity) **Note to tutor:** Requires pre-work to print and cut up cards.

	5. Using our strengths is the ***smallest thing*** we can do to ***make the biggest difference.*** Strengths definition *"A strength is a pre-existing capacity for a particular way of behaving, thinking, or feeling that is **authentic** and **energising** to the user, and enables optimal functioning, development and performance."* Professor Alex Linley (2008) **Tutor says**: Now that you have worked out some of your strengths, let's now look at some of your values. A value can be defined as: a thought, belief or view that you hold near and dear – something that helps you decide between right and wrong – something that guides you in your daily life. The people around you influence your values, by the media and by society. We are often not even aware of what they are but they tend to guide our behaviour – what we think, what we say and do. So…let us have a look at the values of others around. These may have shaped your own values. **Values activity** – participants complete the values card sort activity alone (or in pairs) and then discuss with one other person, and then in the full group. (**Note** – You could use the Values Clarification exercise as a quicker alternative (or extra) activity. The My Self Values Exercise (Adapted from Taproot) http://www.taproot.com/archives/37771;	Values Activity Card Sort – www.icarevalues.org



Tutor says: As you will see from this coloured diagram, values can be clustered by category – those related to courage, wisdom and knowledge, humanity, justice etc.

Where do your values fit? Tutor leads discussion and points out that these are often related to your "Smarts" – for example if a person was "people smart" according to Howard Gardner's theory of Multiple Intelligences in the "pizza activity" that we did, many of their values are likely to be in the yellow "Humanity" section. For those who were "music smart", they may tend be in the purple section.

Share your values with others – one value that is most important to you. (In pairs, small groups or to the full group – as time permits.

Tutor says: Now that we have spent time identifying your strengths and important personal values, let us now use this information to prepare a very short speech called an "elevator pitch" that you use when meeting new people as a job seeker or volunteer role seeker or meeting new people in social scenes.

Preparing an "elevator pitch"

1. Watch: Elevator pitch - a short video about the importance of making a good first impression. (7 mins 9 seconds)
2. https://www.youtube.com/watch?v=yi41U9ahyoE …or…
3. **Note to tutor:** – See also the following website for more background. https://www.mindtools.com/pages/article/elevator-pitch.htm

Tutor says: Now that you've heard about how to prepare an elevator pitch, let's try to do just that. Find a quiet spot in the room or go outside for three or four minutes and write your own elevator speech. (either on your own or with another person – as you prefer) Then come back to the room and read your own

	sentences out to the full group. (If you have some very shy group members they can have someone else read their "pitch" on their behalf) It is useful to think about "five steps of me" as you prepare your elevator pitch… **1. Cover "5 steps of me"** 1. **My name is**… 2. **What I do**…(or like doing) 3. **How I do this is…** (Tell a story!) 4. **Why should you care?...** (what sets me apart / is unique about me) 5. **What I want from this job or opportunity**… challenge / ambitious 2. **Clear pronunciation** –avoid words that you cannot say well or practice, practice, practice until you can! 3. **Pace your talk** – take your time **4. Nonverbal communication** **5. Practice it** **Tutor asks,** "how did you find the activity?'. (After all "elevator pitches" have been read.) Tutor states: Talking about ourselves or putting ourselves forward can be difficult for some but techniques like this are helpful – it is like having a security blanket to hold onto! **Quick recap of what was covered in the session** Our next session will focus on: Overcoming obstacles and setting personal goals	
1 min	**<u>Homework:</u>** 1. Write in a note-book or journal what you notice about your SMARTS and strengths in your everyday life. 2. Write or draw a picture about a positive experience this week.	