

Session Plan 3

Program Name::	[REDACTED]		
	Pathways Planning		
Session title:	Overcoming obstacles to work, training and volunteering	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 <i>What else will I need to cover in the session to build skills and knowledge?</i>		
Resources:	E.g. resources may include: - Handout on capital and lowercase letters - White board markers - Simple form with name, address, phone number <i>What else do I need to deliver this session?</i>		
Learner needs	<u>N</u> 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 supportive friends, family etc.		
Time	Activities		Resources

Session Plan 3

5 mins	Tutor introduces session learning outcomes – Overcoming Obstacles 1. Introduction to where the jobs are 2. How to talk about yourself to others – what to say after “hello” 3. Start to understand some of the obstacles that might get in the way when you are trying to make personal life changes 4. Identified some helping and stopping forces that may help you to plan to achieve your goals 5. Journal writing as a tool to help you reflect and progress. Housekeeping: 6. Mobile phones, break time	
2 mins	Review session – break group into smaller groups to discuss what they remember from last session, What was interesting, useful, what they have reflected on since last session. Group discussion in bigger group. Tutor reminds group of what we covered in the last session: Personal strengths and values, preparing an elevator pitch.	
10 mins	Introduction to where the jobs are Tutor says: If you were thinking about finding a job close to this centre, where might you start? Break group into small group using butchers paper and marker pens or large group brainstorm with someone writing them on whiteboard. (Keep butchers paper for next session or take a photo for reference at the next session) Tutor says – We will look at industries and how and where to find jobs in the next few sessions so let’s “park” this list for now while we focus on how to start to talk to talk to possible employers. Some of you may find this easy but for many people the idea of doing this can be a big obstacle. Remind group that everyone developed an ‘elevator pitch’ last week. This is an extension of that activity.	Butchers paper and marker pens

Session Plan 3

30 mins	How to talk to others activity - What to say after you say hello? Tutor asks: Why do we talk to others? – Writes up or discusses answers – to find something out, to buy or get something, to tell someone something, etc. (5 mins) Tutor says: Having a purpose for conversation is important. Knowing a bit about your audience also helps. In this short video we will have consider the art of conversation. How to talk to others activity – continued. Let us have a look at Vanessa Van Edwards discuss “How to talk to anyone with ease and confidence”. You may wish to make notes because we will practice having some conversations. (7 mins 26 secs) • https://www.youtube.com/watch?v=PMmnPpjtU7c Tutor breaks group into pairs to discuss: (5 mins) 1. What did Vanessa Van Edwards say that was interesting? 2. Are there any ideas that you might be use to start a conversation with someone? 3. Is there anything that she said that you might feel uncomfortable about doing or saying? If so, why do you think this might be? Tutor debriefs: What did you talk about in your groups? Do people who come from culturally linguistically and diverse (CALD) backgrounds always communicate in the same ways? No. People from some cultures are taught that is not polite to maintain eye contact, and others that is rude to point your feet towards someone. While these tips apply to most people from western cultures, there are no ‘hard and fast’ rules that apply to everyone. a. Introduce FORM concept Tutor says: Another easy way of starting the FORM method involves a series of four prompts - which you can use to find new lines of conversation to fill those uneasy silences. ‘FORM’ stands for Family/Friends-Occupation-Recreation-Motivation, and by using these prompts, you can get to know people better, as well as keeping your conversations alive. • https://www.psychologistworld.com/behavior/interpersonal-skills/smalltalk-conversation-form-technique;	Video clip – 7mins 26 secs
---------	---	--

Session Plan 3

	• https://smalltalkbigresults.wordpress.com/2010/08/23/use-form-to-keep-the-conversation-going/; b. Tutor says : Break into small groups and develop one or two questions for each section - one or two related to family, one or two related to occupation (current, past or area of interest for future), one or two related to recreational interests, and one or two related to motivation. c. Practice on each other – (10 minutes)	
10 to 15 mins	Tea Break	
45 mins	Obstacles that might get in the way when you are trying to make personal life changes. Tutor says: Whenever we are going to make life changes there are always obstacles that are get in the way of us making those life changes. Let us brainstorm – what might get in the way of us finding a job or a volunteering role? Have the group call out a few and list them on the whiteboard – or split the group into pairs or small groups with butchers paper and markers or post-it notes that are put onto the wall. (Possible answers - lack of car or transport options, lack of motivation, previous attempts failed and I gave up, I could not change dirty nappies, I could not work in the funeral industry, I cannot work as a mechanic as I have XYZ, my car is unregistered, broken down etc.) (10 mins) Ask small groups use a card sort activity to classify barriers: - Negotiable - Non – negotiable - Then classify negotiable barriers into Large / medium/ small - Brainstorm strategies to overcome one or two barriers (10 mins) Tutor says: Making big personal changes is not always easy and there will always be forces that move you towards your goal and forces that move you away from it. However, there are theories and tools that can be useful – such as Kurt Lewin’s Force Field Analysis. Lewin was a social psychologist who developed a model of change in the 1930s - so the fact that people are still using it almost a hundred years later shows that many have found it valuable.	How to Make Personal Changes Handout and Activity. (Uses Lewin’s Force Field Analysis theory)

Session Plan 3

	Tutor explains the three steps or stages – Unfreezing (getting ready to change or move out of comfort zone), Changing (Becoming ‘unfrozen’ and ready to make the change – like going parachuting) and Freezing. Tutor says: Take a few minutes to read the “How to make personal changes” handout, and the example provided on page 2 (Amanda’s story. Then complete Task 1 (Page 2 – Discuss what you might suggest to Amanda to help her to make and sustain change) and Task 2 (Page 3) Use this page to identify a life change that you want to make. (25 mins) Additional resource for tutors: https://www.mindtools.com/pages/article/newTED_06.htm	
5 mins	Cultivating Gratitude Tutor talks about that when trying to make life changes and overcome obstacles, it is important to focus on being grateful for what we do have. • Benefits of Gratitude • How to practice gratitude • Mindfulness	Developing Gratitude Activity
5mins	Review session- Reflection on what learning today... Tutor leads quick recap discussion – what we covered today, what was useful, interesting, not interesting, not useful sets homework – such as practicing having conversations with strangers or people that you do not know very well using Vanessa Van Edwards tips, or the FORM (Family, Occupation, Recreation, Motivation) method (optional) Reminder of next session time, date etc.	
2 mins	Next Session – we will cover Industry types in more depth Developing or Cultivating Gratitude - Group activity to reflection on things we are grateful for - Select 3 items individually and record in personal note-book or journal Set homework to practice 3 gratitude’s over the week and record in along with a positive experience encountered.	