**LP 2 – Careers Action Plan**

Action planning is part of a review cycle. It starts with the question ‘how am I doing?’ and finishes with targets or suggestions to improve performance in the future. Everyone should have some goals or ambitions.

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| **TITLE**  **Careers Action Plan** | |
| **AIMS**  Building on the introduction to the Grofar profile students begin to plan for their short, medium and long-term future. They create SMART targets/goals and consider what strategies they will need to achieve them. | **OBJECTIVES**  Students will be able to:   * Reflect on the previous lesson and make amendments/adjustments * Discuss with other students their reasons for choosing their profile heading and image * Develop their knowledge and skills in drawing up a realistic action plan that can be regularly reviewed * Write a short, medium and long term goal |
| **PREPARATION including TIME**  1. Pre-lesson or as a homework activity – 15 minutes  students are asked to note in their planners  a) what their interests, hobbies are  b) what their proudest achievement has been so far (this may be in sport, representing a voluntary group, helping at home, gaining an award etc.)  c) which are their favourite and least favourite subjects and why.  2. Students need to have two goals in mind in order to complete that stage of their action plan  3. Create personal description cards from the list on Grofar  4. Provide technical and support staff with any information or briefing notes  Lesson time – 50-60 minutes | **RESOURCES**  1. Personal description cards (ensure there are enough to support the class) Print off and cut up.  2. Ensure that students have access to Grofar i.e. book IT suites or laptops, chromebooks or mobile devices in advance  3. The review cycle – this could be available as part of their homework task    <https://www.tes.com/teaching-resource/diamond-ranking-activity-outline-and-instructions-6166266> |
| **ACTIVITY**  Step 1 – Starter. (10 mins) Diamond Nine. Hand out a set of personal description cards to pairs of students. Ask them to choose their top nine and then to rank them so that they end up with their top three. Were they able to reach a consensus?  In their pairs they discuss why they have chosen those particular ones. Students make a note of these three so that they can begin to populate their Grofar profile.  Step 2 – (5mins) Demonstrate how to access the Action Plan Progress section.  Step 3 – (20 mins) Show the students the explanations/ examples/comments given in the profile wizard using *my top three* *values* as an example  Using the outcomes of the starter activity ask students to populate the *Three positive words that describe me.* Once everyone has done this ask them to complete the rest of their profile using the information from the previous lesson’s homework. Check that all students have clicked on the Save and continue button at the bottom of the page.  Step 4 – (15 mins) My Goals and Plans section. Ask students to answer the two questions and press the ‘save’ button. | |
| **PLENARY**  Spend 2-3 mins explaining to your partner why you chose your profile heading and image  Which personal descriptions did they dismiss from the list at the start of the lesson and why? Did anyone use something different? If they had the chance would they change any of their first three words? 10mins  **HOMEWORK**  To review their progress and make any amendments or adjustments to their Action Plan. | |
| **LINKS**  Gatsby Benchmarks – 1, A stable careers programme, 3, Addressing the needs of learners, 4, linking curriculum to careers (PSHE, IT, English), 8, Personal guidance  CDI Framework – 1, 3, 10, 15  PSHE Framework – H1, L2, L8, L9 (at key stage 3) H6, L1, L10, L11, L12, L13, L19 (at key stage 4) | |