

# Unit plan: Post-school options: Moving forward

Each PLAN section will function as your lesson plan.

You will be able to download and print out any student worksheets.

Each PLAN section will include links to the relevant part of the [myWay Employability](#) website.

For further information on appropriate adjustments to meet the learning needs of your students, see the [Teacher notes: Teaching to diversity using myWAY Educator](#).

\* Activity duration are approximate times only.

Learning objectives & activities to achieve these: [Moving forward](#)

Objectives	Activities	Lesson elements
Activity times are approximate only		
<b>Lesson One: Life skills and goal-setting</b>		
Students will learn relevant vocabulary.	<p>1. <b>Pre-teach vocabulary</b></p> <p>15 minutes approx.</p>	<p>Pre-teach vocabulary using the glossary activities (if required). <i>This may need to be repeated as a small group activity for those students who require this.</i></p>
Students will be introduced to goal-setting.	<p>2. <b>Introduction to goal-setting: Video</b></p> <p>15 minutes approx.</p>	<p>Students watch the video of Rachel describing how she set a goal to improve her fitness and the steps she undertook to get there.</p> <p>List the steps on the board. For example</p> <ol style="list-style-type: none"> <li>1. Stop eating chips</li> <li>2. Walk a short distance everyday (&lt;500m)</li> <li>3. increase distance every day</li> </ol> <p>After the video use your list to describe Rachel's steps towards her goals. Ask your students if there were any additional or different steps they would have taken.</p> <p><i>Resource: Goal setting video</i></p>
Students will begin to identify goals and the actions required to achieve the goal	<p>3. <b>Goal-setting practice.</b></p> <p>10-15 minutes approx.</p>	<p><b>Paired and small group work</b></p> <p>Using the case studies of fictional students Cameron and Sarah, students will explore examples of life skills required for working in adulthood. In pairs or small groups, students</p>

Objectives	Activities	Lesson elements
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Activity times are approximate only

discuss the case studies and practice writing goals for each of the fictional students using the worksheets provided.

Resource: [Student-worksheets Goal-setting](#)

Students will learn how to use the myWAY Employability goal-setting tool.

4. Using the *Life Skills quiz*.  
15 minutes approx.

[Life Skills quiz](#)

[myWAY Employability website](#)

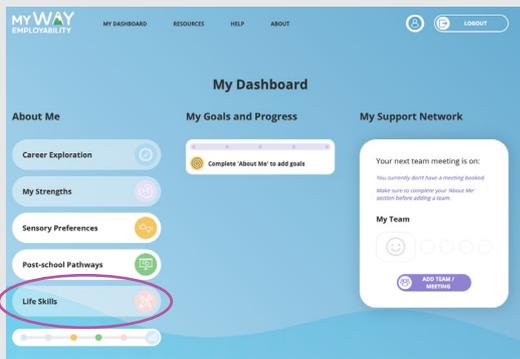


Image: My Dashboard section for myWAY Employability. The Life Skills quiz is on the bottom of the left-hand side of the screen.

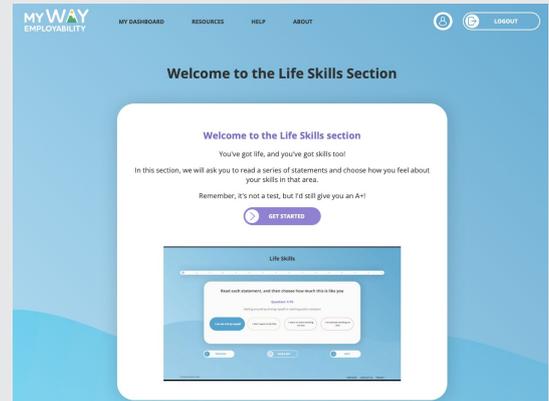


Image: welcome image for the Life Skills section explaining how to answer the questions.

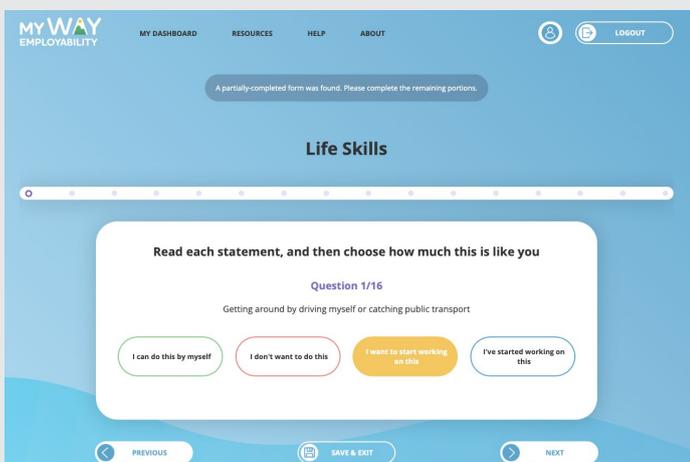


Image: an example question from the Life Skills quiz.

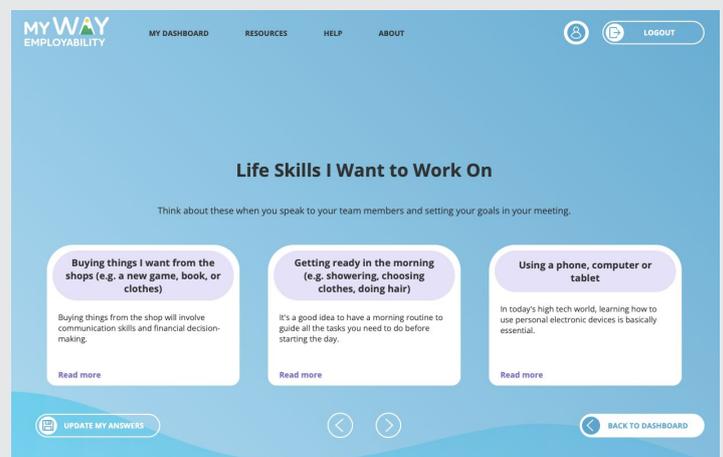


Image: an example results page from the Life Skills quiz.

Objectives	Activities	Lesson elements
<b>Lesson Two: Soft Skills</b>		
Students will be introduced to Soft Skills.	1. Pre-teach vocabulary 15 minutes approx.	Pre-teach vocabulary using the glossary activities (if required). <i>This may need to be repeated as a small group activity for those students who require this.</i>
	2. Work experience video	<b>Role-playing activity and evaluation:</b> Your class will watch 2 short clips of students starting their first day of work experience. Discuss as a whole-group or in pairs. NB The students in these videos will be more comprehensively evaluated in the WORK-DISCOVERY unit.  <i>Resource: Work experience scenario 1; Work experience scenario 2 (videos)</i>
	3. Keep it simple  10–15 minutes approx.	<b>Whole of class activity:</b> Project the <u>Understanding soft skills</u> article so the class can see it. Read out the definition of the first five soft skills, one at a time. After you have read each term's definition, invite your students to discuss the meaning and provide simpler explanations in their own words. Have a student write these simple explanations on the board.  <i>Resource: Understanding soft skills (article)</i>
Students hear how one adult has developed their soft skills.	4. Developing soft skills in the workplace.  20–30 minutes approx.	Emphasise 'You might start off with natural strengths and weaknesses in different soft skill areas, but you'll also develop these skills over time' in the Understanding soft skills article before watching the <i>Soft skills</i> video.  In this very interesting clip, Rachel explains some of the strategies she has used to develop her own soft skills during her career.  Have students reflect on the video. They can choose to write, audio record or video their reflections. <i>Resource: Soft skills (video)</i>

Objectives	Activities	Lesson elements
<b>Lesson Three: Self-advocacy</b>		
Students will be introduced to self-advocacy.	<p>1. Listen to experience Self-advocacy article.</p> <p>10–15 minutes approx.</p>	<p><i>Whole of class activity:</i></p> <p>As a class read the <a href="#">Self-advocacy in the workplace</a> article.</p> <p>Read out the key points. Ask students to provide examples of when they have advocated for themselves or had someone advocate for them. Give examples across the life span – for example a parent may advocate for their child who is being bullied at school. A person might advocate for their elderly parent when they need some assistance at home. A social worker might advocate for a teenager who has been caught shoplifting.</p> <p><i>Resource: Self-advocacy in the workplace (article)</i></p>
	<p>2. Listen to lived experience of self-advocacy.</p>	<p><i>Whole of class activity:</i></p> <p>Students listen to a video of an adult reflect on their experiences with self-advocacy. They will then participate in a whole class discussion on self-advocacy.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• What does it mean to advocate for yourself or someone else?</li> <li>• Why is this important?</li> </ul> <p><i>Resource: Self-advocacy (video)</i></p>