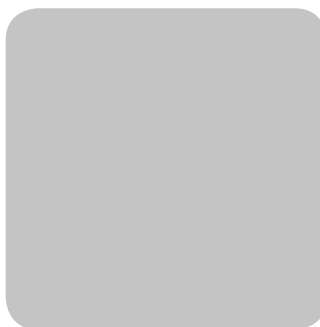
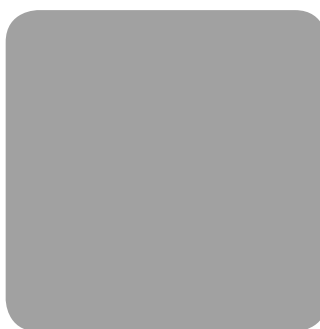


Careers Advice PLUS



Have a plan

Session plan for working with groups



European Union
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Leading learning and skills

Have a plan

Session plan for working with groups

Learning outcomes:

By the end of the session participants will:

- Understand the importance of planning
- Have tried some approaches to help them plan their lives
- Have begun to make some plans

Preparation and materials required:

- Wheel of Life handout
- Safe obstacles, eg, paper, cuddly toys, chairs

Content and timings:

Timings:	Content
10 mins	<p>Introduction</p> <ul style="list-style-type: none">• Introductions, health and safety information, housekeeping. <p>This session is about putting the first two sessions in to practice - turning self-belief and self-awareness into action through planning. If you're not in to planning in a big way, don't worry. If planning for you means getting to work on the right day, dressed and wearing matching shoes, then this section will help. If you're the other way inclined and have a plan and system for everything, then this section can also help. In my experience the really well organised tend to organise the tiny details of their lives but sometimes forget the really important stuff. For example, you may iron your children's socks, know what you're having to eat for the rest of the month and start buying your Christmas presents in March but do you know if you're life is as good as you'd really like it to be? Find out using the activities in this section.</p>
15 mins	<p>100%</p> <p>A survey said that people on average are using 20% of their full potential.</p> <ul style="list-style-type: none">• Ask the group "How much are you using?"• Ask them to form a line from 0% through to 100%. Encourage them to be honest, because what's important is where they go from here.• Next ask each person to think of what they would have to do to increase by 10%, ask them to imagine doing it then physically move along the line. What about being at 100%? There is a vogue in sport, especially football, for managers and players to say they or their team are giving 110% or 150%. I use 100% as the maximum. If someone says to me they give 120% in their chosen sport I ask what percentage they give in other parts of their lives and the point is made. Many people give 100% as parents but less in other areas of their lives. The percentage may drop over time in some areas such as work or relationships. <p>This activity reminds us we need to know where we're at now before working out where we want to go. This question presupposes most people are not achieving their full potential. Most people answer between 20% and 60%. By asking someone what would happen and what would they do at 10% more or at 100% they are invited to look in to a more positive future.</p> <p>If they can't answer the question they may need to go back to the previous step and develop greater self awareness, although even a rough plan is better than no plan.</p> <p>Conclude this part of the session by explaining that a ship sailing somewhere specific is less likely to drift or get lost than a ship without a destination in mind. Most of us plod along at way below our full potential. It's as if we're saying to ourselves "Well I could have a great life but I just can't be bothered at the moment" and we look for reasons to justify our sloth, "EastEnders is on soon", "I'll wait until the kids are older", "I'm too old", "I'm too young" ...</p> <p>Explain that generally more people under aspire rather than over aspire.</p>

30 mins

Wheels on fire

- Handout the **Wheel of Life** exercise and ask people to complete it by rating different areas of their life. The categories for the wheel - career, family, social/friends, health, money/finance, home - can be changed to suit different groups.
- Ask the group if they notice any surprises. Are they doing well in some areas more than others? What areas would they like to improve?
- Next, think of things you can do to improve these areas. Look at the impact of each action on the rest of the wheel, eg, if someone decides they'd like to improve their career by working longer hours, will the impact on family life be acceptable? The wheel allows us to take a snapshot of our life, assess where we'd like to make changes and explore the implications of each potential change.

10 mins

Time after time

Time may be infinite - it depends upon which boffins in white coats you believe - but the amount of time we have on this planet is finite. A plan can ensure we make the best of it. This activity turns our attention to the big stuff, the big picture!

- Ask group members to match the activity to the average time in years spent doing each activity - assuming a person lives to about 80:
 - 30 years - sleeping
 - 15 years - working
 - 4 years - eating
 - 3 years - school
 - 4 hours - planning our lives

An interesting discussion can follow this activity. The main learning point is that people do not spend much time planning their lives.

10 mins

Money, Money, Money

A good plan is based on sound information. We need to research our plans. A strong motivator for many people is money. This activity challenges our knowledge of salaries for five fairly well known jobs.

- Ask people to match the salaries (per month) with the following occupations. You could put the occupations on a flip chart and the salaries on post-its
 - Doctor - £5,000
 - Paramedic - £2,500
 - Plumber - £2,000
 - Taxi Driver - £1,000
 - Hairdresser - £750

(Source: Office for National Statistics 2006, excludes overtime, bonuses and tips).

Footnote: In surveys asking people if they're happy in their work the occupation with the highest satisfaction levels is hairdressing.

We generally don't spend enough time collecting enough information to make well informed decisions. I've been on a few holidays in accommodation that has been unsuitable. This probably could have been avoided with a little more research.

During this activity you may be asked to reveal your own salary; answer this by saying "Great question, the purpose of this game is to encourage research, so if you're interested go and find out".

10 mins

Walk this way

This activity requires enough space to allow a few people to walk in a straight line for around twenty steps. The purpose of this activity is to illustrate the simple point that it's useful to know where you're going. Then you'll avoid obstacles and arrive sooner. The alternative is a random approach.

- Set up a simple obstacle course and select two pairs of volunteers. The first pair decide on roles - one guide and one player. The player, who can talk, has to walk backwards avoiding the obstacles to reach the end of the course, guided only by the instructions of the guide who can only say yes or no. The role of guide can be taken by the whole group. Choose safe obstacles including sheets of paper, cuddly toys, a few chairs.
 - The second pair repeat the activity but the player faces the right way. This may seem a lot of effort for a simple point but ask the group how many have a plan detailing where they're going, with an awareness of the obstacles ahead with a guide to help them along the way and most will respond negatively.
 - An alternative is to place sweets around the room and ask each pair to locate specific varieties of the sweets and share the proceeds.
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**20 mins
(SMART)**

SMART/Outcome Frame

The SMART approach is a great way to assess and improve goals.

- Explain the term SMART:
 - S** - Specific to you
 - M** - Measurable (so you'd know when you've achieved the goal)
 - A** - Achievable (not too hard or too easy)
 - R** - Right Direction/Realistic
 - T** - Timed (you set a deadline to make sure you achieve your goal)
- Ask small groups to work on making a goal SMART. Either personal related to course/career decisions or a group challenge such as creating a successful premiership football team.

**15 mins
(Outcome
Frame)**

Introduce the Outcome and Blame Frames

The Outcome Frame requires the following questions:

- What's the best that could happen?
- How would you feel if it did?
- What skills, knowledge, resources do you have or could access to help you get the result you would like?
- Which people could help?

The Blame Frame questions include:

- What's the worst that could happen?
 - How would you feel if this happened?
 - Who is to blame? How long has this been a problem?
 - Ask participants to discuss an issue first using blame frame questions then ask the them to deal with the same issue using outcome frame questions. They will notice a big difference.
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