3. Self-awareness

# Australian blueprint for career development

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| Career Management Competency |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

# Learning intention

Students will understand how the four elements of self-awareness are essential to career decision making.

# Success criteria

Students can state some of their values, skills, personal attributes, interests and consider suggested career options.

# Resources

* Worksheet – Self-awareness

# Classroom organisation

* Whole class
* Individual

# Preparation

Print Self-awareness worksheet for each student.

# Activity 1

* Discuss with students the 4 elements of self-awareness (values, interests, skills, personal attributes) and the fluidity of the elements. How might they change throughout their life and work stages? How may they be affected by new experiences?
	+ **Values** define our priorities, so doing a job that aligns with your values means that you are more likely to be content and satisfied at work.
	+ Choosing careers that align with **interests** may provide motivation to set goals and act to develop necessary skills and understandings.
	+ **Skills** play an important role when engaging in career decision making. Everyone has unique talents that can be used to build a career of choice. When career planning, occupations that will utilise and complement skills should be considered.
	+ **Personal attributes** are the traits you naturally have that make you unique and can determine your effectiveness in a certain job role. These qualities can be used to further enhance your suitability for a job when paired with skills that you've learned through experience.
* Students complete the 4 boxes on the Self-awareness worksheet.
* Students assign themselves a codename that only they will recognise and write this on the worksheet.
* Collect worksheets and redistribute to the class to maintain anonymity.

# Activity 2

* Using the information they have; students list at least 5 occupations they think would be a good match for the person. Students consider the occupations:
	+ where these **skills** would be utilised
	+ that fit with the **interests and personal attributes** described
	+ that appear to align with the **values** listed.
* Students record their suggestions in the table in the ‘Worksheet swap’ section.
* Once completed, the worksheets are returned to their owners (using the codenames). Students consider the suggestions listed.
* Are there any surprising suggestions?
* Do you consider any to be poor matches?
* Why would these have been suggested?
* Do these suggestions provide a clear picture of ’what makes you tick now’?

# Reflection

Students reflect by responding to the statement at the bottom of their worksheet.

# Worksheet: Self-awareness

Codename: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Skills**
What am I good at?

**Values**
What is important to me?

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| --- |
| **Worksheet swap**: write down 5 career options for this person using the elements above.  |
| **Personal Reflection:** “All 4 elements of self-awareness are important to build a complete picture and to help narrow down possibilities” |

**Personal Attributes**
Who am I?

**Interests**
What do I enjoy doing?