

Lesson 1.

ALLY'S STORY

Failure & Adaptability = Growth



Lesson Focus

Students rethink failure as a chance to grow through being open-minded and accepting change.

Time

30- 40 minutes

Materials

Get It Video: [Ally's Story](#).
Access to the internet
Examples of courage

Tune in Activity

1. Ask students to pair up with the person next to them and consider what it means to be brave and courageous.
2. Invite students to share their examples with the class
3. Exploring the '[Examples of courage](#)' website with your students. Invite students to share whether they discussed any examples listed on the 'Courage on a daily basis' list with their partner? Encourage students to consider that we can be brave and courageous in our everyday lives and that learning from our failures can be courageous.
4. Discuss that this lesson will focus on failure and adaptability as a chance to grow and develop new skills.

Main Activity

1. Watch Ally's story
2. Ask students what were the main messages they got from watching the video?
3. Facilitate a discussion around determination and adaptability. First, write the key terms on the board and invite students to describe them in their own words. Ask students why is each one so important.
4. Linking the terms back to the video, ask students what would have happened if Ally was not determined and resistant to change her idea of what she wanted to do?
5. Invite students to break off into small groups of 2 or 3 and pick one of the 7 famous people listed below. Alternatively invite your students to research their own famous person.

Oprah Winfrey	J.K Rowling
Bill Gates	Walt Disney
Colonel Sanders	Emily Blunt
Steven Spielberg	

6. Ask the groups to research the person they have selected, identifying their failures and how the person overcame them through determination and adaptability.
7. Invite the groups to share their findings with the class and if they were surprised to learn about some of the struggles their famous person had.
8. To wrap up the lesson ask students to spend 2 minutes reflecting on the first activity and their own experiences and identify when they have been courageous and adaptable in everyday life.

Lesson 2.

CELESTE'S STORY

Interpersonal Skills & Leadership



Lesson Focus

Students to understand the importance of developing strong interpersonal skills and how they can help improve their team management and leadership skills.

Time

30- 40 minutes

Materials

Get It Video: [Celeste's Story](#).
Access to the internet
A4 Paper

Tune in Activity

1. Invite students to break off into groups of 4. Explain that they will have 1 minute to create as many paper planes as they can. Ask the groups to choose a leader who will help manage the task.
2. When the minute is up ask how many planes each team created, but do not put emphasis on the winner. Let students know you will come back to the paper plane activity later.
3. Ask students which skills they think
4. are needed to successfully work in a team. Write these on the board leaving space in the middle.
5. Explain that these skills are called interpersonal skills. Write this on the board in the centre of all the words. Invite students to reflect on the paper plane activity. Did they notice these skills being used by team members?
6. Explain that interpersonal skills are vital for teamwork and leadership. Emphasise that they can be developed through a range of experiences.

Main Activity

1. Watch Celeste's story
2. Ask students what were the main messages they got from watching the video? What were the interpersonal skills Celeste developed that made her a great team member and leader? These are confidence, positivity, and problem-solving skills. What were some other less obvious interpersonal skills Celeste exhibited? E.g. Empathy, friendly and open body language such as smiling.
3. Ask students what interpersonal skills do good leaders have? Explain that there are different leadership styles and that people also like to be managed in different ways depending on the setting. It is important that leaders have the right interpersonal skills such as active listening to be able to apply to correct leadership style.

4. Invite your class to break back into their groups. Provide each small group with a leadership style. Ask them to research the style.
 - Democratic Leadership
 - Autocratic Leadership
 - Laissez-Faire Leadership
 - Strategic Leadership
 - Transformational Leadership
 - Transactional Leadership
 - Coach-Style Leadership
 - Bureaucratic Leadership
5. Ask students to pick another Leader. Explain they will have another minute to make as many paper planes as they can again. This time the leader must use the assigned leadership style to manage the activity.
6. To wrap up invite students to share their experience of the leadership style they had. Did it work? Why, why not? Were team members more aware of their own interpersonal skills?

Lesson 3.

DAINA'S STORY

Transferable Skills & Enthusiasm for Ongoing Learning



Lesson Focus

Students to understand that a career is no longer just one job but a combination of all their experiences. Embracing and learning from these experiences will further strengthen their skills which can be transferred from one job to the next.

Time

30- 40 minutes

Materials

Get It Video: [Daina's Story](#)
Access to the internet FYA
[New Work Mindset Report](#)
[Job Cluster Quiz](#)

Tune in Activity

1. Invite students to think about their future career and write it down on a piece of paper.
2. Ask students to take the '[Job Cluster Quiz](#)'
3. After the quiz facilitate a discussion around job clusters and invite students to share which cluster they scored on the quiz, and which cluster their future career fits in to. You may like to display the infographic on page 7 of the New Work Mindset Report.
4. If a student's future career didn't fit into the cluster on their quiz results explain that when a person trains or works in 1 job they actually acquire skills for 13 other jobs, and that rather than focusing on skills just for their future career it's a good idea to focus on developing skills that can be transferred across a range of jobs.
5. Write the word 'career' on the board. Ask students to pair up with the person next to them and write the word in the middle of a piece of paper. Invite students to create a concept map, brainstorming everything that comes to mind when they think/hear the work career.

Main Activity

1. Watch Daina's story
2. Ask students what their thoughts regarding careers that they brainstormed, were challenged after watching the video
3. Facilitate a class discussion inviting students to identify all Daina's different jobs/ roles. You may like to write these up on a board. Next ask students to identify which of those jobs/ roles required skills such as problem solving, communication, teamwork, and creativity. Students should start to see that the skills cross over many of her jobs/ roles.
4. Invite students to go back to their piece of paper with their future career on it. Ask them to write down as many skills as they can associated with the job. You may like to display page 19 of the New Work Mindset Report. After 3 minutes invite students to move around the room and find different jobs that require similar skills.
5. Invite students to share if they found different careers that required similar skills. Were they surprised to see so many similarities in skills?
6. To wrap up explain to students that a career is a lifelong journey which encompasses all their experiences and has already begun. Having an enthusiasm for ongoing learning is an important skill but will also help them develop a range of skills that will enable them to pursue the career they want.
7. A take home activity could be to highlight which skills they identify as needing to develop further.

Lesson 4.

LORRAINE'S STORY

Problem Solving & Creativity



Lesson Focus

Students understand that problem solving is an important skill that we should look to develop, but we can also develop this skill without realising it.

Time

30- 40 minutes

Materials

Get It Video: [Lorraine's Story](#).
Access to the internet

Tune in Activity

1. Let students know you are going to do an activity. Explain they have been stranded on a deserted island, but they get to choose three items from a survival toolkit. Display the following items on the board, the longer the list the more interesting the activity is and the more creatively students will think.

- Compass
- Knife
- Matches
- Rope
- Plastic tarp
- An out-of-battery phone
- Canvas tarp
- Lighter fluid
- Lollies
- Runners
- A dog

2. Give students a few minutes to select their three items. Invite students to share which items they picked and why. Now give students a few more minutes to decide if they want to change any of their items based on what they heard from classmates. Invite anyone who changed their list to explain why.

3. Explain that an important part of problem solving (surviving on the deserted island) is thinking creatively and being open minded to adopt new ideas.

Main Activity

1. Watch Lorraine's story

2. Ask students what were the main messages they got from watching the video?

As Lorraine started to learn about the problems young people are facing today with finding work it drove her to make a change. In the process she developed a range of skills but the most prominent was problem solving. Invite students to consider something that frustrates them in society.

3. Give students 20 minutes to research the topic they have chosen. Explain the importance of being able to define the issue. Albert Einstein said "If I had an hour to solve a problem I'd spend 55 minutes thinking about the problem and 5 minutes thinking about solutions".

- What is the issue?
- Who is affected by the issue?
- How did it come about?
- Why is it an issue?

4. Give students the following task to do before the next lesson. Come up with their own project/ campaign to help address the issue. Students can also explore what projects/ campaigns already exist about their issue to build on them or adapt them. Students should consider the following:

- Reach: Who are you trying to target?
- Messaging: What are you trying to get across to people?
- What medium will you use? Media/Social media/products/signs
- Who could be the project partners and how would you get them onboard?

5. To wrap up invite each student to share the issue they have chosen and why it is an issue.

Lesson 5.

RHIANNA'S STORY

Motivation & Initiative



Lesson Focus

students further develop their initiative skills and understand the importance of drawing on support from others for motivation and success. This lesson flows on from Lesson 4 Lorraine's story.

Time

30- 40 minutes

Materials

Get It Video: [Rhianna's Story](#).
Access to the internet
[Ways to show Initiative](#)

Tune in Activity

1. Ask students to think of a person that has inspired or motivated them. Invite students to spend a few minutes to search the person on the internet so they can share with the class.
2. Facilitate a discussion on how students think these motivational/ inspirational people got to where they are today. What initial steps do you think they had to take to begin their journey? You will hopefully be able to draw out that they had initiative to follow their passions.
3. Explain that using initiative does not only mean starting something. Use the '[Ways to show initiative](#)' website to explain how else students can demonstrate initiative

Main Activity

1. Watch Rhianna's story
2. Ask students the following questions. What were some of the factors that made Rhianna's vision successful? You could prompt students with: She used initiative in a range of ways, such as seeking support from those in the industry.
3. Revisit the research they found since the last lesson on their chosen issue.
4. Students can then pair up with the person next to them and share their ideas. Encourage students to give and take on constructive feedback. They can also spend time changing their ideas if they need to.
5. Ask students to think of 3 initial steps to implement their project/campaign and implement at least 1. In Rhianna's story she sought advice from people in the industry. You may like to invite students to research people in the industry that they could connect with through LinkedIn or Twitter
6. The focus is for students to use initiative to take the first step.
7. To wrap up invite students to share their first steps and if they were not able to implement it what would they need to be able to do so?

Lesson 6.

SIMONE'S STORY

Breaking Stereotypes & Learning from Discomfort



Lesson Focus

Students explore the cultural and societal narratives that create stereotypes and discover how they may have shaped their decisions or beliefs. Secondly to discover that the best learning comes from leaning into discomfort.

Time

30- 40 minutes

Materials

Get It Video: [Simone's Story](#).
Access to the internet
[Michael Cera Looking Uncomfortable](#)

Tune in Activity

1. Explain the focus of the lesson and display the '[Michael Cera Looking Uncomfortable](#)' website. Hopefully, your
2. class will have a laugh at the awkward images.
3. If your students are comfortable to do so, invite them to share something that they try to avoid or would rather not do because of discomfort. You may need to give some examples, like public speaking or even give an example from your own life. It can be difficult to talk about the things that make us uncomfortable.
4. Explain that ultimately, students must find the courage, awareness, and understanding that allow them to see problems and hurdles for what they really are: opportunities to grow and learn. Explain that this is easier said than done and comes with practice.
5. Ask students to pair up with the person next to them and discuss the following: Think of a time when you have felt uncomfortable about doing a certain task.
6. Compare what will happen if you do or do not do the task as well as how you will feel. Generally, we feel better for having done the task that makes us feel a bit uncomfortable.
7. Encourage students to use this comparative technique the next time they are faced with one of those uncomfortable situations. Mark Zuckerberg once said, *"The biggest risk is not taking any risk. In a world that is changing really quickly, the only strategy that is guaranteed to fail is not taking any risks."*

Main Activity

1. Watch Simone's story
2. Facilitate a discussion on the points that stood out most for students. Explain that there are certain cultural and societal narratives that we are brought up with and that influence the decisions we make. It is good to become aware of these narratives to understand if we are really following our passions or just going with what we think we should do.
3. Ask students what they think the term gender stereotyping means.
4. In groups of 3 or 4 invite students to explore a career that they believe to be gender stereotyped. Ask the groups to research the following:
 - The participation rates of women and men in the chosen career.
<https://joboutlook.gov.au/> can assist in finding this information.

- The barriers to women or men engaging in the education or training required for the career. This could be both in higher education and throughout schooling. You could prompt students with: Sometimes the subjects are not available to all students.
 - What are the cultural or societal narratives that have been created about women and men that contribute to the above issues? What are some ways you can support changing these cultural and societal narratives?
 - If they feel comfortable to do so, invite students to share with their group members if any of the cultural/societal narratives have shaped their decisions or beliefs.
5. To wrap up Invite each group to report back to the class on what they found and their ideas on changing the narratives.