



My week of behaviours

Lesson plan

Aim

To help young people to understand expected behaviour in different contexts, their preferences and what this means for decision-making in their career.

Mapping

CES 'I Can' Statements	CMS Themes and competencies
★ I can consistently demonstrate the behaviours an employer looks for in a good employee	★ Self: I adapt my behaviour appropriately to fit a variety of contexts

Learning Outcomes

Young people will understand:

- ★ more about their behaviour across the week and different activities
- ★ which behaviours and rules they like and which they don't
- ★ how this can help them to make career decisions

Development of Activity

Introduction

Young people will think about their favourite activities in a normal week. They should think about school, home and any hobbies or clubs.

For each interest, they will then think about expected behaviours and rules. They will think about which contexts they like and which they don't and what this might mean for their career.

Activity on next page...

Instructions for the young person

You can use these instructions for your young people to explain the activity.

A work-around has been included for those who can't print the worksheet. You can give this option to young people at the time and in the way you think best.

Before you start

- ★ Print the 'My week of behaviours' worksheet or ask someone to print it for you
- ★ If you can't print the worksheet, copy the timetable from page 1 of the worksheet on a piece of paper. Make each box in the timetable big enough to write or draw in. Copy the boxes from page 2 of the worksheet on to the other side of your paper.

Activity Instructions

- ★ Fill in the timetable in the 'My Week of behaviours' worksheet.
 - Think about a normal week for you.
 - For every day of the week, choose a favourite activity.
 - Choose activities from school, home, clubs or hobbies.
 - Now, think about the way you have to behave when you do these activities. Are there any rules to follow?
 - This might be different from a classroom activity to a hobby.
 - Write down the expected behaviours or rules for each of your activities.
- ★ Look at the behaviours you added to the timetable. How do you feel about having to behave like that?
- ★ Fill in the boxes on page 2 of the worksheet:
 - Think about the behaviours you like. Are there rules you don't mind following?
 - Can you think of jobs that would expect you to behave this way?
 - Again, think about the rules you don't like. Can you think of jobs that would need you to follow rules like that?
 - Need help? Ask your family or friends to help you think of jobs.
- ★ Think about what you have learned about behaviours and how this might help you to make choices about your career.

Follow-up

The young person should talk to their family or friends about what they've learned about expected behaviours and what they personally prefer. They should talk about what this means for them in terms of a career. They should talk about how their feelings about some rules and expected behaviours change over time.