

Task Sheet: Personal Reflection – Job Three

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General information of task for teacher

Title of the lesson plan / task sheet	Personal Reflection – Job Tree ¹
Targeted 21st century skill	Career and life – initiative and self direction
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	The adult learners will be able to reflect upon what they already know about work opportunities and resources in their community and to access existing knowledge as a prerequisite for career planning.
Specialty/target group (if applicable)	All
Learning outcome(s) for the vocational profession	<ol style="list-style-type: none"> 1. Participants will discover what valuable resources and skills they already possess which will help them in their employment search. Reflecting on our dominant personality traits can help bring focus to our search for a job. 2. Participants will reflect on the dominant personality traits which can help bring focus to the job search.
Tools needed for this lesson plan/ task sheet (if applicable)	<ul style="list-style-type: none"> • Your own Tree of Jobs diagram drawn on a large sheet of flipchart paper in advance. • One sheet of flipchart and some markers for every participant.
Approximate time to complete the task	90 min
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	It is recommended that the adult educators should prepare own Job Tree ahead of time. By modeling their own Job Tree and sharing a good and detailed explanation of your own personal story about how you have arrived at this position of facilitator, participants are more likely to do the same for their Tree. This is just the beginning of helping adult learners to map out the opportunities available in the community and broaden their perspective on what type of job/internship they should consider and look for.
- Warming up	<ol style="list-style-type: none"> 1. You may want participants to work on this activity individually, but they are able to work in groups if preferred. You may want to offer them them examples of jobs, or have them reflect on the jobs of people they know in their communities, that they admire. 2. Ask participants if there is a specific person they know in their community (school, community centers, religious

¹ <https://euneighbourseast.eu/wp-content/uploads/2021/07/5.-eu4youth-employability-workbook-designed.pdf>



	<p>institutions, or even neighbors, shop owners, etc.) that they have great respect or even rely on for advice.</p> <p>3. Ask them to reflect on why this person is special to them. How often and where do they see them? What does this person do (for a job or in their daily life)? Why do they trust their advice?</p> <p>4. Ask the participants if they've ever asked adults in their community about what decisions and paths led them to their current jobs/life situation.</p> <p>5. Explain that today they are going to map out jobs and begin to map out their community, specifically focusing on the work that people are doing and how they found these opportunities.</p> <p>6. Gather the participants close enough so that they can see your Job Tree and talk them through it. Explain that today they are going to work on their own Job Tree and reflect on how different community members found these opportunities. Explain also that the tree they create in this session will be used again in the next session to expand to include others in the community.</p> <p>Review with them that this is a similar type of reflection activity that they did with the Tree of Life in the Life Skills component.</p>
<p>- Explanation for the students at the start</p>	<p>JOB TREE</p> <p>1. Next give each participant one large piece of paper and pen and ask him/her to draw the outline of a tree. Reassure those who are not confident at drawing that this is not an art exercise – that the tree just provides a basis for their story-telling. Give them five minutes.</p> <p>Leaves – Community Members</p> <p>2. Here the participants should draw one large leaf per person in the tree to represent different people in their communities and their jobs. Clarify that things like farming, gardening, child care, etc which are sources of income are jobs that should be included and recognized. Inside each leaf, they should write that person's name and the job or type of work.</p>
<p>- Task description for the students</p>	<p>Trunk – Personal Job Ranking</p> <p>3. Next, ask the participants to write their own name in the trunk. Underneath their name they should consider all of the different jobs done by the people represented in their job tree and they should rank them. For example, they will think about which of those jobs interests them most and write it as #1 under their name on the trunk. They will continue this ranking until they have listed all or most of the jobs found in their tree.</p> <p>Sun - Required Skills</p> <p>4. Now ask them to draw a large round sun in one corner</p>

	<p>above their tree. Looking at the top two jobs they ranked in their tree trunk, they should consider what kind of education, assets, training and/or experience is required to acquire that kind of job. They could also consider personal skills or characteristics. Have them list as many of these as they can fit into their sun.</p> <p>Explain how it is important to consider or find out how others have found their opportunities so that they can learn from them.</p> <p>SHARING</p> <p>1. Optional, depending on how you organized the exercise: Encourage each participant to come up to show her/his job tree, or in a few groups if the class size is too large. They should spend time explaining their reasons for their ranking of those jobs and their list of 'how to achieve it' which they wrote in their sun image.</p> <p>Encourage participants to engage with the presenter to ask questions or suggest other skills, traits, experience they may have left out.</p>
- Additional activities for the students	<p>NEXT STEP- COMMUNITY</p> <p>1. Explain to the class that these drawings should be saved as they will be used in the next session. They are going to expand it to consider successful members of their community, what jobs they have, and how they achieved this goal or found this opportunity. Participants can begin thinking of whom these other members of the community or the neighborhood might be that they would include.</p>
- Extra resources for learners	<p>https://www.voced.edu.au/focus-outcomes-youth-employability-initiativeshttps://eunighbourseast.eu/wp-content/uploads/2021/07/workbook.pdf</p>
- Self-reflection for students	<p>Group discussion Give the students homework to write about their experiences after this exercise</p>
- Feedback on the solution (if applicable) / Possibility to check	<p>If the time allows, the teachers can check what skills have been learned and used by the members of the group and discuss the ways in which they can now better obtain and achieve what they want without negative consequences. Check with the members of the group how they feel at the end of the session.</p>
License information (if we have a general one on the website, it is not necessary separately for each educational material)	<p>none</p>



Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

Table 1 - P21 Skills