

The Character Curriculum

Flourishing for Life



<p>Y11: Your Future, Your World L1 – Character strengths for my future</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - Understand how key traits of character relates to their personality and skills needed for a future career and how self-reflection can help guide good positive career choices. 	<p>Key vocabulary: Vocation, VIA, moral, civic, intellectual, performance, civic virtues, ambition Key virtues: Curiosity, critical thinking, self-reflection, humility</p>
<p>Resources: PowerPoint presentation, Adapted VIA checklist</p>	<p>Statutory links: PSHE guidance (2020) Students learn:</p> <ul style="list-style-type: none"> - To evaluate and further develop their study and employability skills; - to evaluate their own personal strengths and areas for development and use this to inform goal setting; - how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability. 	
<p>Key questions:</p> <p>What are the links between people’s job roles and their personal strengths or character traits?</p> <p>Can you give any examples of people in your family or friends where this seems applicable?</p> <p>How can recognising our skills help us to make good career decisions?</p> <p>What are your ambitions for the future?</p>	<p>Learning activities:</p> <p>Starter:</p> <ul style="list-style-type: none"> - Can you think of any links between people’s job roles and their personal strengths or character traits? - Can you give any examples of people in your family or friends where this seems applicable? - How do you feel when you are involved in doing something that you are really good at or are really interested in? <p>Discuss with a partner and create a mind map of all the words that you come up with.</p> <p>Activity 1: The VIA</p> <p>You may have looked at the VIA in Year 10. If this is new then complete the adapted VIA survey which explores your top character traits.</p> <p>Explain that students are going to think about which virtues are most important to them. Ask them to individually complete the adapted VIA to identify their most values. Ask students to share back.</p> <ul style="list-style-type: none"> - Why have they chosen those virtues? - Have they chosen the same/different virtues? - Are the virtues that they have chosen predominantly moral/civic/intellectual/performance? 	

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Of all the virtues that you have chosen as important, rank yourself out of 10 for each one.

- Which virtues are you particularly strong at? How do you know?
- Which virtues require more development? How do you know?

Activity 2: How can recognising our skills help us to make good career decisions?

- What does it mean to have ambitions or goals?
- What does it say about you if you're someone with ambitions and goals?
- What does aspiration mean?
- What are your ambitions for the future?

Some people might have short/medium/long-term goals. What would a goal in each of these categories look like?

- To achieve a good grade in my English GCSE
- To build good relationships with the team where I volunteer
- To own my own home before I turn 30
- To set up a successful business with lots of employees
- To get a promotion during my first year in a job

Students share some examples of aspirations for their life in education or entering the world of work. These might be long-term goals that might need to be broken down to achieve or they might be more short-term and realistic in the near future.

Understanding what your strengths are or what strengths you might continue to develop will help guide you towards rewarding job roles even if you're not certain exactly what you want to do yet.

Have a look at the list of jobs, skills and character traits to give you some idea of the differences between them and also how they might connect with one another.

- Which character traits fit with the skills and job roles listed?
- Can you see yourself working in any of these roles?
- If so, can you link them to skills and character traits you might need?



Activity 3: Self-reflection

There are different ways of reflecting about the right subject to study in the future or a certain choice of career. You can start either by reflecting on your own character traits, skills and passions and investigate which subjects or careers align with them or you might begin by identifying a subject or career and considering what skills and character traits you need to develop.

Which route do you find is most helpful for you? Discuss with your partner.

Write a journal entry discussing your ideas for a route into further education or further ahead and the career you'd like to work towards. Describe your thinking by using one of the self-reflection routes you've just discussed with your partner.

Ask a number of students to read their journal entry to the group.

Activity 4: Concluding questions

Think about the activities you've explored today around vocation and character skills/traits.

- Did any of your reflections surprise you? If so, why?
- Did you find it helpful to reflect on your strengths and consider how that might apply to your future?
- Is there anything that you might like to find out more about?

A lot of your thinking about the future will need to be kept up-to-date and returned to as you develop new and existing skills through KS4-5 and beyond, as you mature and develop.