**TU Dublin Career Development Centre - Building Employability through Positive Transitions**

**Connect, Commit, Communicate - First Year Transition Workshop**

**Lesson Plan Template –**

**PART 1**

Number in Group​ (any)​​​​ Venue :

Length of Lesson: 1 hour ​​

**PART 2**

Class Lesson Title: **Connect, Commit, Communicate** - **Building Employability through Positive Transitions – *Transition into First Year***

**Aim:**

To enable students to become more self aware with respect to the transition into third level education and to empower them to take positive personal and career based action to integrate well and optimise their chances of reaching their potential.

**Learning outcomes / objectives:**

At the end of the workshop the student will be able to:

* Aware of the challenges that they may encounter as they make the transition to Higher Education
* Have a clear awareness of the support services and resources available
* Identify ways of making the third level experience a positive one (within a framework of ‘connecting, committing and communicating’)
* Become more self aware in terms of how they are managing their transition to college
* Explore ways to build their employability from day one – to start thinking about and action on career from the beginning of college life and identify positive steps they can take while in college
* Be aware of the work of the Career Development Centre and the range of on-line supports and resources

Lesson Content:

* Outline Reason for the session
* Exercises to identify the key elements of transition into third level – social, personal, academic and vocational
* Short exercise to allow students to introduce themselves to colleagues (optional and time dependent)
* Show key differences between second and third level education
* Future projection exercises – xmas exams and career/employability development
* Plenary
* Elephants in the room
* Personal action plan
* Support resources

**PART 3**

| Transition |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson outline | Time in mins | Content | Teacher Activity | Student Activity |
| Reason for session | 3 | Introduction | 1.Research shows that the first six weeks are very important to students’ integration into and subsequent success in college.  2. We are here to create a space where you can reflect on how the transition is going for you and to plan who you can reach your potential | 1. Listen |
| Meet two people you haven’t met  (optional) | 10 | Exercise – meet two fellow students | 1.Ask students to get up, move in the room and introduce themselves to two fellow students to whom they have not spoken before. Find out person’s name and one interesting/unusual fact/habit about them  2.Randomly ask some student to introduce the person they met | 1. Circulate in the room with notepad, and note info about fellow student  2. Introduce fellow student if asked |
| Transition | 7 | Moving into third level | 1. Introduce heading of slide demonstrating differences between 2nd and 3rd level education  2. Ask students in plenary to outline key differences  3. Reveal slide | 1.Listen  2. Participate in plenary |
| Transition | 10 | Key dimensions of transition  Academic; vocational; personal; social | 1. Break student up into small groups and ask them to feedback on the challenges of transitioning into third level education | 1. Feedback  2. Categorise into the four key dimensions |
| Transition exercise – | 15 | ‘Peer into the future’ – x2;  1. xmas exams  2. Career after graduation | 1. Put slide up on exercise - ‘peer into the future’  2. Plenary and writing up of key learning  3. Remind students about mindset, resilience, attitude, locus of control | 1. In groups of 3 -5 come up with 5 -10 answers key actions that can be taken to to realize potential |
| Elephants in the room | 5 |  | 1. put up slide ‘its not uncommon be/to feel’ 2. ask students to make a written or mental note if one of the outlined concerns applies to them | 1. Listen – and note anything that pertains to them |
| Personal action plan | 5 |  | 1.Ask students to develop a personal action plan to that will optimise their chances of integrating well into college and achieving potential – focus on future orientation | 1. Develop a personal action plan |
| Resources | 5 |  | 1. Display website and go through key elements 2. Show slide of connect, communicate, commit | 1. note web address |

**Handouts/Worksheets/Resources Required**

* Slides
* Feedback sheet
* AV facilities
* Internet access