**Lesson 5 – Life and Work Goals and Conflict**

**Years: 10-12 Duration: 70 minutes**

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| Learning Objectives |
| By the end of this lesson, students will:   1. **Understand** how life and work goals evolve through different stages of life, drawing from career theories (e.g., Super’s Life-Span, Life-Space Theory). 2. **Identify** common personal and professional conflicts that may arise during career development and explore strategies for resolving them. 3. **Develop** practical skills to manage feedback, conflict, and change in career and life contexts. 4. **Contextualise** the discussion by examining careers in manufacturing sectors such as aerospace, pharmaceuticals, and renewable energy. |

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| Core Resources | Additional Resources |
| * Slide Deck * Worksheet 5.1 * Resource 5.1 * Ai Interactive 5 – [Click Here](https://chatgpt.com/g/g-6780cfd0acb88191925d2038a3bf5da2-lesson-5-msq-career-education-short-course) * Industry Packs | * Manufacturing matters website |

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| Optional Homework |
| * Write a short reflection (200-300 words) describing a hypothetical or real-life situation where you experienced a conflict related to a personal or career goal.   **Reflect:** Which stage of Super’s Life-Span, Life-Space Theory did this conflict align with?  **Goal:** Explain how you used—or could have used—the conflict resolution strategies discussed in the lesson to address the situation. SLIDE 13 |

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| Content | Description | Resource | Time |
| 5.1 | **Introduction: How Life and Work Goals Evolve**  **Discussion Prompt:** Ask students to reflect on their current life and work goals. How might these change over time? What life events could cause shifts in priorities?  **New Concepts:** Explain Super’s Life-Span, Life-Space Theory, discussing key life stages (growth, exploration, establishment, maintenance, and decline) and how individuals play different life roles (e.g., student, worker, parent, retiree) at different times.   * **Example:** Highlight how an aerospace engineer's goals might change from focusing on technical skills early in their career to leadership roles later.   **Class Activity:** Brainstorm career goals at different life stages, focusing on  manufacturing careers (e.g., metals manufacturing and engineering, textiles, clothing and footwear). Write these on the board to show the evolution of goals. | Slide Deck  SLIDE 2  SLIDE 3  SLIDE 4  SLIDE 5 | 15 mins |
| 5.2 | **Managing Conflict and Change in Career and Life**  **Discussion**: Discuss common conflicts that arise in the workplace and in life when goals change. This could include adjusting to new roles, handling unexpected  feedback, or facing personal dilemmas.   * **Example:** In the defence sector, a team member may need to pivot from technical tasks to management, creating personal conflicts between skill sets and role demands.   **Social Cognitive Career Theory (SCCT):** Explain how Social Cognitive Career Theory emphasises the interaction between personal, environmental, and behavioural factors, helping students understand how conflicts may arise from these interactions | Slide Deck  SLIDE 6  SLIDE 7 | 15 mins |
| 5.3 | **Strategies for Conflict Resolution and Managing Change**  **Career Conflict Scenarios:**   * Display Worksheet 5.1 for the class. * Divide students into groups of 6, assigning each group one or more of the personas in Resource 5.1. * For each persona (career profile) read each section to understand the person, their role and key skills and attributes * Reach the **Conflict** section and **Role-Play Goal** section carefully. * **As a group** discuss how the person can address the conflict to achieve the goal. * **As a class** share solutions to highlight the multiple approaches one person could have to resolve conflict and discuss conflict resolution skills (below).   **Explore Conflict Resolution Skills:** Present key strategies for managing change and personal conflict.   * Active listening: Focusing on understanding others’ perspectives. * Accepting feedback: Using constructive feedback to improve without taking it personally. * Negotiation and compromise: Finding a middle ground to resolve conflicts. * Emotional regulation: Managing stress and emotions in conflict situations. | Slide Deck  SLIDE 8  SLIDE 9  Worksheet 5.1  Resource 5.1 | 30 mins |
| 5.4 | **Personal Reflection on Feedback and Change**  **Reflection**: Ask students to think about a time they received feedback that  was difficult to accept or when they experienced a significant life change (e.g.,  moving schools or dealing with family changes).   * **Prompt:** How did they manage it? What could they have done differently? How will they apply these strategies in future workplace situations? * **Link to Careers:** Have students relate this reflection to their chosen manufacturing career path. For example, how might a pharmaceutical technician handle feedback in a high-stakes environment? How might a printing and graphic arts professional manage conflicts in a collaborative creative process? | Slide Deck  SLIDE 10 | 5 mins |
| 5.5 | **Action Planning for Managing Future Conflicts**  **Activity:** Have students develop a plan for handling future workplace conflicts or changes. This could include:   * Setting personal goals for improvement in handling feedback. * Identifying a mentor or resource to seek help from in difficult situations. * Outlining steps for emotional regulation when conflicts arise.   **Review:** Ask students to revisit their career paths from the previous lesson and add any potential challenges or conflicts they foresee. How will they manage these using the strategies learned today? | Slide Deck  SLIDE 11  SLIDE 12 | 5 mins |