

Goal setting

CAREERS AND
TRANSITION

Teachers' notes

Year level

Year 7, 8, 9, 10

VELS

Level 5 & 6



Time One hour



Purpose

Exploration of long and short term goals and how time needs to be managed to meet these goals.

Rationale

Students need to know how to focus on the important things in life, how to set long and short term goals, and how to develop action plans to meet these goals.



Activities

1. Explain to the students that they will be working on making a pact with themselves for their future.
2. Draw on the board:

	Urgent	Not Urgent
Important	Do it!	Diary it!
Unimportant	Delegate it!	Either don't do it or delight in it!

3. Then explain the following to the students:
 - life tries to convince you that every thing is both important and urgent.
 - the 80/20 principle – 80 % of your impact will come from 20 % of your activities. This 20 % of activities are mainly in the quadrant that is important but not urgent.
 - to keep your focus on the important things in life you need to have plans and goals and then you need to put them into action.
 - every one has several key roles – student, worker, parent, sibling, friend, volunteer etc. (if you can, explain a few of your own roles).
4. On the worksheet, get students to write down five key roles they have and one thing they will do that will have a positive impact on each role this week.
5. Get students to spend a few minutes dreaming about what they think would be a fantastic life for themselves five years after leaving school. Who will they be? Where will they be living? What will their circumstances be?
6. On the worksheet get students to describe:
 - the life they'd love to lead five years after school;
 - where they are now.
7. For each of the following years get students to list a goal that will lead them towards their five year long-term goal.



Goal setting

Further activities

- Have a class discussion on the following:
Are goals useful?
Should people discuss their plans openly? Why / why not?



Resources

- Copy of the *Goal setting* sheet for each student (one page)
- *Youth Central* website at <http://www.youthcentral.vic.gov.au/>
- Identifying step in the My guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>
- *Steve Waugh presents: Chase your dreams* Department of Education Science and Training – DVD, video and lesson plans

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion
	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition



Access your allies

Year level

Year 7, 8, 9, 10

VELS

Level 5 & 6

Teachers' notes

Time One hour

Purpose

Identify those people who are able to help students with their career development including employment opportunities.

Rationale

About 80% of jobs are never formally advertised. These jobs are filled by people within the employer's network of contacts, word of mouth recommendations etc. These activities are designed to help students identify potential career 'allies' for their decision making journey and their search for work.

Activities

- As a class get students to list all the people they have spoken to about careers and jobs. This may include: careers advisers and careers teachers, other teachers, parents, relatives, peers, family friends, neighbours, co-workers, sports coaches etc.
- Students identify how these people have helped and what more they could help with in the future, for example:
 - information about jobs;
 - discussing career options;
 - helping with decision making;
 - information and tips about how to find work;
 - providing opportunities for work experience; and/or
 - providing paid work.
- Students complete the *Access your allies* worksheet.
- Students list other people who may be able to help them in the future and the ways these people might help them.

Further activities

- Students research (among people they know) to find out how they got the job they are currently doing and/or previous jobs they have held.

Resources

- Copies of the *Access your allies* sheet (one page)
- The *Real Game* High Five principles <http://www.realgame.gov.au/>
- Youth Central* website at <http://www.youthcentral.vic.gov.au/>
- Planning step in the My guide section of the myfuture website at <http://myfuture.edu.au>
- Job Guide* – in print or online <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Interpersonal Development	Building social relationships
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 9 & 10

VELS
Level 6



Time One hour (and ongoing)

Purpose

Produce a career pathway plan using the personal goals students have set for themselves.



Rationale

After completing the self awareness, opportunity awareness and decision making skills activities, students should be able to develop a considered and informed career pathways plan. This plan can be used while they complete their studies and can be revisited and reworked throughout their lives.



Activities

Teachers may use the student sheets developed or other pathway resources developed at their school. The attached student sheets may also be adapted to suit your students' needs.

1. Teachers discuss the *Career pathway planning* handout with the students.
2. Students complete the first page of *My career pathway plan*.
3. Students review activity sheets from *Researching careers* lesson.
4. Students complete the second page of *My career pathway plan*.
5. In small groups or pairs, students discuss their pathway plans and conclusions.
6. Teacher can review students' pathway plans and refer students to the school careers coordinator for further help and assistance if required. Students who are struggling with this activity may also need to be referred to the careers coordinator for further assistance.
7. The need for contingency planning should be discussed with the students.

Further activities

- Students may share their *My career pathway plan* with their parents/guardians as a planned homework activity. Parents/guardians should be encouraged to discuss the plans with the students, write brief comments, provide any support they can for the student to achieve his or her goals.



Career pathway planning

Resources



- Copies of *Career pathway planning* and *My career pathway plan* sheets for each student
- Planning step in the My guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>
- *Youth Central* website at <http://www.youthcentral.vic.gov.au/>
- *Where to now? Guide to VCE, VCAL and Apprenticeships and Traineeships* hardcopy resource distributed to schools and available on the web at <http://www.vcaa.vic.edu.au/vce/publications/WhereToNow/>
- TAFE handbooks and websites
- University prospectuses, handbooks and websites
- Career Reference Centre resources

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communicating	Presenting
	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 6, 7, 8, 9, 10

VELS
Level 4, 5, 6



Time One hour (and ongoing)

Purpose

Prepare a personal careers portfolio to be added to throughout school and beyond, which can be used to demonstrate areas of expertise and support applications for courses, volunteer and paid work.



Rationale

A portfolio is a compilation of work samples and documents gathered during a student's school years and presented in a structured manner. A careers profile should include the student's goals, progress, achievements and competencies in an organised, accessible and purposeful format.



Activities

Schools can develop their own style of plan which incorporates the main points outlined below.

Teachers should introduce Year 7 students to portfolios, if they haven't already begun them in Primary School. Each year students can review and update their portfolio to include their skills development and goal setting activities.

The purpose of the portfolio is to:

- present goals, progress, achievements and competencies to a range of audiences, including new schools and teachers, course enrolment counsellors, prospective employers and parents;
- establish a focus for a range of learning activities, including goal setting, decision making, pathway planning, prioritising and negotiating; and
- enhance student self esteem by profiling positive achievements, including academic, sporting, leisure, work experience and cultural activities.

Ideally, students will view their portfolios as essential and relevant to their own career development and will be given responsibility for keeping them secure, up to date and presentable.

1. Using the *Careers portfolio* sheet as a guide, students individually collect and collate the relevant information and documentation for their portfolios, such as:
 - cover sheet;
 - photocopy of birth or citizenship certificate;
 - basic resume or curriculum vitae;
 - school reports;
 - list of achievements;
 - samples of work from all school areas demonstrating identified competencies and outcomes;
 - certificates of achievement awards, e.g. Duke of Edinburgh, subject based prizes or awards;
 - non school experiences of work, e.g. employer and community based certificates of participation or reports;
 - passport photograph;
 - references – school, employment, character.



Careers portfolio

2. Discuss with students what they may need to include as they get more work experience and training. Possibilities are:
 - referee lists;
 - job descriptions;
 - applications;
 - training certificates;
 - professional licences;
 - awards;
 - thankyou letters from customers or colleagues;
 - work samples or photos;
 - articles about jobs or companies in which they are interested;
 - job search logs.

The portfolio can be used to assist students (and parents) with the selection of units for further study. The portfolio can include goal statements, pathway plans and interest inventory results.

Portfolios may also be relevant in the assessment and reporting of outcome statements.

3. Having collected material and produced a range of items for their portfolios, students need to develop strategies to present the information and ideas on how and when it can be used. The portfolio can be drawn on for different purposes, for example, not all of the material would be taken to an employment interview.

Students brainstorm ideas on possible ways of presenting their information.

Teachers should guide students on the method of presentation, sequence of information and deadline for it to be completed.

4. Working in pairs, students complete the *Peer assessment* to assess the work of a friend.



Resources

- Copies of the *Careers portfolio* sheets (2 pages)
- Copies of the *Career portfolio peer assessment* sheet (1 page)
- The Facts section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://www.jobguide.dest.gov.au>
- *Youth Central* website at <http://www.youthcentral.vic.gov.au/>

Victorian Essential Learnings (VELS)

Level 4, 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communicating	Presenting
	Information and Communications Technology	ICT for visualising thinking ICT for creating ICT for communicating
	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 7, 8, 9, 10

VELS
Level 5 & 6



Time Two hours

Purpose

Prepare a resume and investigate the merits of different styles of resumes.



Rationale

Young people need to understand the importance of resumes as a tool for promoting themselves to employers. As Australia has one of the highest participation rates of secondary school students in part-time work, it is useful for secondary students to be introduced to resume writing skills early in their secondary schooling.



Activities

The first activities are designed for all secondary students to enable them to write a resume appropriate to their level. Later activities, examining the different organisational styles of resumes, are important for more senior students.

1. Discuss resumes/curriculum vitae with the class and ask for input from any students who have already prepared resumes.
2. Distribute the handout *What is a resume?* and have students discuss in small groups.
3. Students in groups research the web based sources of information on resumes (*myfuture*, *Job Guide*, *Youth Central* etc.) and report their findings to the class.
4. Students prepare their own master copy resume.
5. Students use the newspaper advertisements or the internet to find a job they would be interested in applying for, then prepare a targeted resume for this position.
6. Students prepare a scannable resume using the guidelines in the handout.

Senior students

7. Students explore the three ways of organising their resumes: the chronological, functional and combination/hybrid model. In small groups they develop scenarios where the different resumes would be most appropriate. The *Best resume for the job* handout can be distributed prior to the scenario writing if the students need it, or discussed after the scenarios have been presented.



Writing winning resumes

Resources



- Copies of newspapers, including job advertisements sections
- Copies of the *What is a resume* sheets (3 pages)
- Copies of the *Scannable resume* sheet (1 page)
- For senior students copies of the *Comparing resumes* sheet (1 page)
- For senior students copies of the *Best resume* for the job sheet (1 page)
- The Facts section of the *myfuture* website at <http://www.myfuture.edu.au>
- The Looking for work – Your resume section of the *Job Guide* <http://www.jobguide.dest.gov.au>
- Applying for jobs – Writing resumes section of *Youth Central* website <http://www.youthcentral.vic.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communicating	Presenting
	Information and Communications Technology	ICT for visualising thinking ICT for creating ICT for communicating
	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 9 & 10

VELS
Level 6



Time One hour

Purpose

Explore ways of finding and applying for jobs, courses and volunteer work, through advertised vacancies and cold canvassing.



Rationale

About 80% of jobs are never formally advertised. These jobs are filled by people within the employer's network of contacts, word of mouth recommendations, etc. These activities are designed to get students explore the best ways of finding work – both advertised jobs and through accessing their allies and cold canvassing.



Activities

This lesson should be completed after doing the Access your allies and Write a winning resume lessons. The application letters and targeted resumes they develop here can be used in the Interview preparation and practice lessons.

1. If students in the class have part-time or casual jobs, ask them to describe how they got their jobs. If not ask students about the ways they know of that people can find work. The discussion should include:
 - a. The internet including job search websites such as <http://www.seek.com.au/> and <http://www.careerone.com.au/> and company websites
 - b. Advertisements in newspapers (including Victorian and local newspapers)
 - c. Centrelink and Job Network providers
 - d. Community noticeboards
 - e. Informal networks and contacts (see Access your allies lesson)
2. Using a selection of job advertisements from a variety of sources get students in groups to analyse the language of job advertisements and find definitions of the terminology eg selection criteria, salary ranges etc. This discussion should include advertisements/companies to be cautious of ie those promising lots of money where personal outlay is involved, payment by commission only etc.
3. Discuss cold canvassing with the students using the handout. Students could describe any people they know who have used this technique to gain employment.
4. Get students to select an organisation where they would like to work and write a practice script for a cold call. Students can try out their scripts in small groups to get feedback from other students.
5. Use the Cover letters handout to discuss the merits of cover letters with the students.
6. Get students to search websites and other resources for samples of cover letters that can be used in different contexts e.g. *myfuture* website at <http://www.myfuture.edu.au/>; *Youth Central* <http://www.youthcentral.vic.gov.au/>; job search websites such as <http://www.seek.com.au/> and <http://www.careerone.com.au/>
7. Get students to check the websites and newspapers to find a possible (real) job that interests them. They then prepare a targeted resume and cover letter to apply for this job. These can be used in the following interview preparation and practice lessons



Get that job

Resources



- Copies of *Cold canvassing* handout for each student
- Copies of *Cover letters* sheets for each student
- Job search websites such as <http://www.seek.com.au/> and <http://www.careerone.com.au/>
- Copies of Saturday's Age Employment section and job advertisements from local papers
- *Youth Central* website at <http://www.youthcentral.vic.gov.au/>
- Doing step in the My guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communicating	Presenting
	Information and Communications Technology	ICT for visualising thinking ICT for communicating
	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 7, 8, 9, 10

VELS
Level 5 & 6



Time One hour

Purpose

Prepare students for interviews.



Rationale

The purpose of an interview is to give the interviewers the opportunity to meet prospective candidates for a position in a workplace or course or volunteer organisation, and to discuss their interest in the work and ability to meet the work's requirements. They can compare the abilities of the short-listed applicants and choose the best. It provides the opportunity for people to promote themselves and hopefully win the position.



Activities

You will need assistance from another adult (or well briefed student) to do the introductory activity. Select a realistic job that students may consider doing as a basis for the interview role play.

1. Begin this lesson by role playing a bad and a good interview. For demonstration purposes, attributes and actions can be exaggerated.

e.g. Bad interview – enter the room slouching, mumble, don't make eye contact or shake hands, answer the interviewer's questions with 'yes' 'no' answers and generally have a don't know, don't care attitude.

Good interview – enter the room confident, friendly and respectful, shake hands, be clearly spoken, answer questions appropriately, demonstrating that you have researched the organisation and have the necessary transferable skills.
2. Students should note down positives and negatives during the interviews.
3. Follow up with a class discussion of *Interview dos and don'ts*. Work through the *Interview dos and don'ts* handout and get students to add any others that have come from their discussion.
4. Divide students into groups. Get each group to select from the following topics and research and report back to the class:
 - a. What information should I get about the employing company? How can I get this information? What questions should I ask?
 - b. How should I present myself at an interview? Include appearance, appropriate dress standards, body language etc.
 - c. What should I take to an interview?
 - d. How do I demonstrate my interest in the job?

Students combine the information from all the groups to develop a "Tips sheet for job applicants".
5. Students should think about questions they may be asked at interviews. Distribute the handout on interview questions. Get students to discuss and add any questions the interviewer may ask and write some questions they as interviewees should ask?

Further activities

- In small groups, students list reasons for rehearsing for an interview and being prepared to answer interview questions. Groups report back and discuss as a class.



Interview preparation

Resources



- Copies of *Interviews dos and don'ts* sheet for each student
- Copies of *Interviews questions* sheet for each student
- *Youth Central* website at <http://www.youthcentral.vic.gov.au/>
- Doing step in the My guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Interpersonal Development	The individual learner Building social relationships
	Personal Learning	Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communicating	Presenting
	Thinking Processes	Reflection, evaluation and metacognition



Teachers' notes

Year level
Year 7, 8, 9, 10

VELS
Level 5 & 6



Time One hour

Purpose

Give students practice in order to develop their interview skills.



Rationale

People are usually nervous about going for interviews. Like training for the Olympics, students need to prepare and practise interview skills, to give them the best chance of success. They need to become aware of how an interview is performed and how they will react.



Activities

Students should have completed the following lessons prior to these activities:

- Writing a winning resume;
- Applying for jobs; and
- Interview preparation.

If possible draw together a group of adults from outside the school to interview students. This could include parents, Job Network or Centrelink staff, Regional office staff, representatives from volunteer organisations such as Rotary, or representatives from the local Chamber of Commerce. If not possible, use other adults from within the school. They should be sent copies of the job ads prior to the interviews.

1. It is important to make these rehearsals of interviews as realistic as possible. To this end, real job advertisements should be used. Divide students into groups and get each group to find a job advertisement for a job that interests them from different source i.e.
 - the internet;
 - Saturday Age employment section (or other newspaper); and
 - Centrelink or other government service.
2. After selecting a job, students adapt their master resume and prepare a covering letter.
3. Using the questions discussed in the interview preparation lesson, students in pairs prepare questions for their partner's job, then do practice interviews. (Students can be put into groups of three to four, with two people acting as observers and providing feedback after the interviews.)
4. Arrange a special day for the interviews. If possible get students to dress appropriately for the interview and hold the interviews in a space away from the classroom.
5. Provide interviewers with a copy of the *Interview evaluation* for each student.

Further activities

- Do interviews using a panel of interviewers.



Go for gold – interview practice

Resources



- Copies of the *Interview evaluation* for each student (to be given to the interviewers)
- Copies of the Employment section of Saturday's *Age* newspaper
- Employment recruitment websites such as:
 - <http://www.seek.com.au/>
 - <http://www.careerone.com.au/>
 - <https://jobsearch.gov.au/>
- Copies of *Interview questions* sheet for each student from *Interview preparation* lesson
- *Youth Central* website at <http://www.youthcentral.vic.gov.au/>
- Doing step in the My guide section of the *myfuture* website at <http://www.myfuture.edu.au/>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Interpersonal Development	Building social relationships
	Personal Learning	Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communicating	Presenting
	Thinking Processes	Reflection, evaluation and metacognition