

Victorian Careers Curriculum Framework

**Lesson Plan: Personal timeline and vocational tree**

**Australian Blueprint of Career Development competencies**

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| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA A: PERSONAL MANAGEMENT | | |
| 3. Change and grow throughout life | 3.2 Learn to respond to change and growth (I) | 3.2.4 Discover changes that occur in the physical, psychological, social and emotional development of an individual |

Teachers’ notes: Personal timeline and vocational tree

**Outcome**

Identify factors that influence career options.

**Rationale**

One of the major influences of student decisions on vocational pathways is that of family and friends.

Many events happen during our lives which play an important role in shaping the way we are today and often affect our career choices.

**Task description**

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

1. Teacher facilitates general whole-class discussion on timelines and outlines the requirements of the My personal timeline and Family and friends vocational tree worksheets and the instructions for completing the research.

2. Students individually complete the Family and friends vocational tree over approximately a week.

As some students may come from a background of prolonged unemployment, the activity should be discussed with the students individually. If students wish to keep this information confidential or private, the teacher should respect this decision.

Another option is for students to complete a future vocational tree planner for themselves, or investigate someone they admire, for example a sports person, musician, or actor, and look for some similarities to their own background. Both of the worksheets will form part of the student’s portfolio.

**Extension activities**

• Update dictionary of terms in portfolio.

• Students may share the discoveries made in the worksheets with their friends if they wish to do so.

• Students may take the completed worksheets to a career counselling session with the school psychologist/career counsellor if they wish.

**•** Family members or friends may be invited to the class to give a talk about the work they have done and how it has changed over the years.

**Number of student worksheets for this Lesson Plan – 2**

• My personal timeline

• Family and friends vocational tree.

**Suggested resources**

• Copies of ‘My personal timeline’ and ‘Family and friends vocational tree’ worksheets and instructions for completing the research

• myfuture website at: www.myfutur[e.edu.au](http://www.myfuture.edu.au/)

• Job Guide – in print (Section 1) or online at www[.deewr.jobguide.gov.au](http://www.deewr.jobguide.gov.au/)

• [M](http://www.deewr.jobguide.gov.au/)indMatters website at www[.mindmatters.edu.au](http://www.mindmatters.edu.au/default.asp)

This activity links to the Identifying step in www.myfutur[e.edu.au](http://www.myfuture.edu.au/)

Student Worksheets: Personal timeline and vocational tree

**Instructions for Worksheets 1 and 2**

My personal timeline

Many different personal experiences make up individual lives – experiences that, at the time, affect our feelings and attitudes about many things.

Listing major events on a separate piece of paper first may help you, for example starting school, the birth of a brother or sister, learning to walk and talk, moving homes or overseas travel.

Record the events – both positive and negative – along either side of a vertical line which represents your own life from birth to the present. This can remain confidential if you wish.

Remember it is important to keep the events in your timeline in the correct order – complete it as things actually happened.

Family and friends vocational tree

You usually have the opportunity to observe and learn from the vocational pathways of your family members and close friends or friends of the family, and their choices will often influence yours.

Complete a vocational tree and list the various types of work the members of your family and friends have had.

To do this, you may need help from your family, or you may need to contact others.

In your research, try to include:

• All employment your family members and friends have had (some may have had more than one type of work).

• The educational and training levels of each family member and friend.

• Unpaid work, such as household duties, if one of your parents takes care of cooking meals, cleaning, washing and looking after the house.

Student Worksheet 1: Personal timeline and vocational tree

**Worksheet 1: My personal timeline**

My name

Positive events, for example sporting and school achievements

Negative events, for example disappointments at school

Student Worksheet 2: Personal timeline and vocational tree

**Worksheet 2: My family and friends vocational tree**

My name

My family and friends vocational tree

Note: If you wish, you may discuss this information with your teacher or friends, or you can keep it to yourself.

1. Carefully examine your vocational tree. Do any patterns emerge? What are they?

2. Are there reasons for the patterns? What are they?

3. Does your family expect you to choose a particular occupation? If so, what is the occupation

and how strongly does your family feel about this?

4. What effects are these patterns and family expectations likely to have on your choice of occupation?