

Victorian Careers Curriculum Framework

**Lesson Plan: Technology and change**

**Australian Blueprint of Career Development competencies**

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| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA B: LEARNING AND WORK EXPLORATION |
| 4. Participate in lifelong learning supportive of career goals | 4.2 Link lifelong learning to personal career aspirations, both present and future | 4.2.2 Explore subject area strengths as well as areas to improve4.2.6 Explore the importance of a variety of skill types in the workplace |
| 6. Understand the relationship between work, society and the economy | 6.2 Understand how work contributes to the community | 6.2.3 Understand the relationships between work, community and the economy |
| AREA C: CAREER BUILDING |
| 10. Understand the changing nature of life and work roles | 10.2 Explore non-traditional life and work options | 10.2.1 Identify non-traditional life and work options |

Teachers’ notes: Technology and change

**Outcome**

Report on the impact of technological change on employment and way of life.

**Rationale**

Technology has had an enormous effect on the changing nature of work and how we live our lives.

Students can be made aware of the impact of technological change on employment and way of life through research and examination.

**Task description**

Suggested level: Years 9 and 10, but with teacher guidance could be adapted for Years 7 and 8

1. In small groups, students answer question 1 on the Technology impact worksheet.

2. The teacher facilitates a whole-class discussion on the findings from the Technology impact worksheet. This might lead to a brainstorming session on further examples of technology that some students may not be aware of. For example, some students may not know how recently the use of faxes and emails has changed the way people do business and interact with each other in everyday life.

3. In pairs, students answer question 2 on the Technology impact worksheet.

4. Teacher facilitates a whole-class discussion on the following focus questions:

a. Does winning mean that there will be an increase in the number of people employed?

b. Why do workers resist changes even though the changes may improve the quality of life?

c. What are the most valuable personal qualities for coping with a changing world?

5. In pairs, students write down a list of people who could be disadvantaged by technology;

e.g. illiterate, poor, ‘technophobic’ and older workers not trained in the technology.

6. Teacher compiles a list from students’ lists and facilitates a brief class discussion on the overall list, i.e. are there any entries on the list that are incorrect or irrelevant?

**Extension activities**

**•** Update dictionary of terms in portfolios.

• Organise an excursion to see technology in practice. Suggested excursion sites include printing works, publishing houses, warehouses, supermarkets, chemical/pathology laboratories, police service (photo-fit and database or traffic authority).

• Invite a guest speaker from a relevant organisation, i.e. engineering design office, local government, university etc., or an employer, to speak about the growing role of technology in society and its function in the workplace.

• Organise an excursion to a worksite where students may see technology in action, e.g. an industrial site.

• Students present their view of ‘What would happen if machines did all the work?’.

The presentations could be oral, pictorial, collage or software presentation.

• Students could debate the statement ‘That computers have made the world a better place’.

**Number of student worksheets for this Lesson Plan x1**

**•** Technology impact.

**Suggested resources**

**•** Copies of the Technology impact worksheet

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

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

Student Worksheet: Technology and change

**Technology impact**

Question 1

Discuss ways that technology has affected:

• your way of life (specifically); and

• employment trends (in general).

A few examples of how technology has changed occupations include:

• The introduction of bar coding and the impact on employment in the retail and warehouse industries.

• A switch to self-service fuel stations and the disappearance of pump attendants.

• A rise in crime and subsequent increase in security occupations using technology.

Record your answers here:

Question 2

Select five potential winners and five potential losers (those people who benefit and those people who don’t), from the following technological changes:

• shopping on the Internet

• use of email, fax machines and other technology in most businesses

• links using computers to the family doctor

• computer terminals at the shopping centre for motor vehicle registration

• security access using fingerprint-reading sensor pads

• twenty-four hour telephone banking

• videoconferencing via the Internet or direct link

• ability to access a specialist in another country

• articles downloaded from the Internet

• surgery by remote control

• speed cameras, red-light cameras and automatic fines

• remote-control security devices

• computer games and games parlours

• mobile telephones

• widespread use of email instead of the postal service

• people working at home using their computers, e.g. consultants, journalists, editors, lawyers, accountants, engineers, architects, insurance agents, teachers, funeral directors, financial advisers, health officers, politicians, scientists, local government officers, social workers, word processors and tailors.

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| Winners | Losers |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |