

Victorian Careers Curriculum Framework

**Lesson Plan: Work experience preparation**

**Australian Blueprint of Career Development competencies**

|  |  |  |
| --- | --- | --- |
| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA A: PERSONAL MANAGEMENT |
| 2. Interact positively and effectively with others | 2.2 Develop abilities for building positive relationships in life (II) | 2.2.15 Re-examine your respect, tolerance, flexibility, openness, dependability and honesty towards others and determineto what degree they are influencing the development of positive relationships in your life |
| 3. Change and grow throughout life | 3.2 Learn to respond to change and growth (I) | 3.2.1 Explore how feelings are influenced by significant experiences |
| AREA B: LEARNING AND WORK EXPLORATION |
| 6. Understand the relationship between work, society andthe economy | 6.2 Understand how work contributes to the community | 6.2.8 Engage in work experiences that contribute to your community6.2.2 Explore the importance of work to a community6.2.4 Explore the economic contributions workers make to a community |

Teachers’ notes: Work experience preparation

**Outcome**

Identify and investigate three areas of interest for possible work placement.

**Rationale**

Work experience provides students with the opportunity to explore the workplace. It is designed to assist them in the transition from school to work, to develop a greater awareness of their abilities and interests, and to make appropriate, well-informed and realistic career decisions. It is important to prepare students well, as for most of them this will be their first time in a workplace.

**Task description**

Suggested level: Years 9 and 10

Some states and territories have mandated Occupational Health and Safety lessons before work experience can take place. Check your department’s website for more information and relevant resources.

1. The teacher outlines the work experience program that the school has in place and what is required of the students.

2. The teacher facilitates a whole-class brainstorming session on the benefits of participating in the work experience program. Some of these benefits may include assisting students to:

a. Experience the world of work, e.g. dress, behaviour, language, hours, working conditions, travel requirements.

b. Evaluate their own strengths and weaknesses, likes and dislikes, abilities and interests and match them with their vocational pathways.

c. Improve their knowledge of the range of occupational factors (pay, training, promotional opportunities, work satisfaction and values).

d. Practise and develop vocational, life and employability skills, e.g. decision-making, communication, time management, problem-solving, leadership, teamwork, inquiry skills, goal-setting. See also the ‘Employability skills’ activity.

e. Gain points towards entry into TAFE courses in some states/territories. (If not relevant, amend the worksheet before using with students).

f. Decide on the educational goals which are relevant to the occupations that interest them, e.g. when to leave school, what subjects to choose in upper school, what further education or training is required.

3. Students identify expectations of the workplace under the following headings:

a. employers and their expectations

b. dress standards (including jewellery)

c. occupational safety and health requirements or regulations

d. dealing with conflict

e. punctuality (including returning from morning tea, lunch and afternoon tea).

4. In pairs, students identify other expectations and list the ways these need to be addressed.

5. Students report back to the rest of the class.

6. Students individually complete the Work experience preparation worksheet under the guidance of the teacher and select at least three areas that interest them for possible work placements.

7. The teacher distributes and discusses the school’s work experience package (if applicable).

8. Discuss with students the organisations and employers who are offering placements as part of the work experience program.

**Extension activities**

* Update dictionary of terms in portfolios.
* Invite students who have participated in a work experience program into the classroom to speak with the students (in small groups) about their experiences – their initial impressions, the nature of their work experience, what students should be aware of, etc.
* Arrange for students who have tried a placement in a non-traditional work setting to describe their experiences to the class.
* Arrange for a student with a disability to discuss their experience with the class or show excerpt of the interview with paralympian John MacLean from the Steve Waugh presents Chase Your Dreams DVD.
* If appropriate to your state or territory policy, invite a guest speaker from your occupational health and safety authority to talk about occupational health and safety issues for work experience students in the workplace, and the right to refuse work in an unsafe work environment.
* Invite four employers from different industry areas, e.g. retail, office, hospitality, metals and engineering, to discuss their expectations. Students can be divided into four groups according to their areas of interest.
* Students interview an employer regarding expectations of students during work experience placements and report their findings to the class.

**Number of student worksheets for this Lesson Plan – 1**

* Work experience preparation.

**Suggested resources**

* Copies of the Work experience preparation worksheet
* Individual schools’ work experience packages/information
* Employer register of previous work experience information
* Steve Waugh presents Chase Your Dreams – Interview with paralympian John MacLean.
* 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: Work experience preparation

**Work experience preparation**

Work experience is extremely valuable because it offers you a chance to learn about the working world and its relationship to your subjects and study at school. It may also give you extra selection points if you later apply for entry to a TAFE course.

Work experience involves your active planning and participation. Things will not happen by themselves and this is an opportunity that you cannot pass up.

1. Identify at least three areas that interest you for a possible work experience placement using the Job Guide.

2. Read the Choosing a Career section of the Job Guide, which looks at the seven personal interest groups.

3. In the table below, indicate your likes and dislikes for the personal interest groups by ticking the boxes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Personal interest groups | Strongly dislike | Dislike | Don’t mind | Like | Strongly like |
| 1. Creative or Artistic |  |  |  |  |  |
| 2. Analytic or Scientific |  |  |  |  |  |
| 3. Helping or Advising |  |  |  |  |  |
| 4. Practical or Mechanical |  |  |  |  |  |
| 5. Nature or Recreation |  |  |  |  |  |
| 6. Organising or Clerical |  |  |  |  |  |
| 7. Persuading or Providing Service |  |  |  |  |  |

4. From the table above, select only those interest groups that you like or strongly like. Write

your interest groups below.

You will notice that when you find these headings in the Job Guide, Skill Levels from 1 to 5 appears next to them. This refers to the educational level that you require.

**Skill level 1**

Most occupations in this group have a level of skill equal to a Certificate I or compulsory secondary education. Some occupations offering an entry pathway through an Australian Apprenticeship fall into this category.

For some occupations a short period of on-the-job training may be required in addition to or instead of a formal qualification. In some cases, no formal qualification or on-the-job training may be required.

**Skill level 2**

Most occupations in this group have a level of skill equal to a Certificate III or II. Some occupations offering a pathway through an Australian Apprenticeship fall into this category.

At least one year of relevant experience may be done in place of the formal qualifications previously mentioned. In some cases relevant experience may be required in addition to the formal qualification.

**Skill level 3**

Most occupations in this group require a level of skill equal to a Certificate IV or Certificate III. Some occupations offering a pathway through an Australian Apprenticeship fall into this category.

At least three years of relevant experience may be done in place of the formal qualifications previously mentioned. In some cases relevant experience and/or on-the-job training may be required in addition to the formal qualification.

**Skill level 4**

Most occupations in this group require the completion of an Associate Degree, Advanced Diploma or Diploma. Study is often undertaken at a Registered Training Organisation, including TAFE institutes. Some occupations offering a pathway through an Australian Apprenticeship fall into this category. Some universities also offer studies at this level.

At least three years of relevant experience may be done in place of the formal qualifications previously mentioned. In some cases, relevant experience and/or on-the-job training may be required in addition to the formal qualification.

**Skill level 5**

Most occupations in this group require the completion of a Bachelor Degree or higher qualification. Study is usually undertaken at university.

At least five years of relevant experience may be done in place of the formal qualification. In some cases, relevant experience is required in addition to the formal qualification.

These occupations are going to be investigated further as possible work experience placements for you.

Area 1

Area 2

Area 3

Area 4

Area 5

 Area 6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_