

DESIGN MY CAREER

MY CAREER EXPLORATION – YEAR 7 LESSON THREE

| Name of Lesson: | Year 7 Lesson Plan 3 |
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| Learning Intention: | The purpose of the lesson is for students to begin exploring their personal attributes and abilities whilst also undertaking a job exploration process. |
| Learning Outcome: | Students can explain how different jobs require different personal attributes and abilities such as interests, skills and values. |
| Success Criteria: | I recognise that different jobs require different interests, skills, values and beliefs. |
| Victorian Teaching and Learning Model: | <p>Practice Principles</p> <ul style="list-style-type: none"> • A supportive and productive learning environment promotes inclusion and collaboration <p>Pedagogical Model</p> <ul style="list-style-type: none"> • Explore <p>HITS</p> <ul style="list-style-type: none"> • Collaborative Learning • Questioning |
| Mapping to the Victorian Curriculum F–10: | <ul style="list-style-type: none"> ➤ Humanities: Economics and Business – Level 7 & 8 Strand: Work and Work Futures Consider the ways in which work can contribute to individual and societal wellbeing. ➤ Technologies – Digital Technologies Strand: Data and Information Acquire data from a range of sources and evaluate their authenticity. |
| Assessment: | Formative assessment – In this lesson determine student’s ability to understand what work is and their understanding that different jobs require different interests, skills, values, beliefs and ethics |
| Terminology for the lesson: | <p>Values: Values are the core beliefs that we consider very important to us in our personal and working lives. They define what you believe is important to your happiness and wellbeing. We may hold values such as loyalty, truthfulness, etc. A simplified definition may be ‘What is important to you’.</p> <p>Beliefs: Beliefs are judgements about ourselves and the world around us.</p> <p>Career: A career can be a variety of roles, both paid and unpaid, that a person undertakes throughout their lifetime. A career can be a lifelong process of managing learning and work activities in order to live a productive and fulfilling life.</p> <p>Skills: An ability to perform a mental or physical activity which may be developed by training or practice. A simplified version of this definition may be simply ‘something you can do’.</p> <p>Employment: Work for a company or person for a wage or salary</p> <p>Job: Tasks that are performed as part of an occupation or career</p> |

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| | <p>Occupation: Type of work people do in different ways and places e.g. engineer is an occupation that includes chemical, structural, electrical and other areas</p> <p>Employability Skills: Employability skills are the key skills and personal attributes people need to succeed in the world of work. They are skills that can be transferred across workplaces.</p> <p>Work: A productive task that can be either paid or unpaid</p> <p>Industry: Name given to a broad range of occupations within one field e.g. Transport Industry, Medical Industry or Education Industry</p> |
| Prior Knowledge/concepts/skills: | Names of jobs, work, difference between job and industry. |
| Equipment/Resources required: | <ul style="list-style-type: none"> • Access to YouTube • 'Name a Job' ball game requires: <ul style="list-style-type: none"> ○ a blow-up beach ball, tennis ball or basketball ○ a clear space to play the activity ○ whiteboard or butcher's paper • Access to internet for research (in pairs or groups) |
| Lesson Duration: | 1 lesson period |
| Lesson Description: | <p>Activity One</p> <p>Brainstorm with the students the concepts of values, beliefs and ethics.</p> <ul style="list-style-type: none"> • Watch the Simpsons video 'Homers nuclear safety job' (2:49 minutes) https://www.youtube.com/watch?v=jGPiIoNdwg • Brainstorm with students, what values and attitudes are demonstrated in the video. Prompt students with questions such as: <ul style="list-style-type: none"> ○ Why do you think Homer made the decision that he did? What does this say about his values? ○ Do you believe Homer made the right decision? ○ What do you think was important to Homer in this situation? ○ What things do you think impacted on Homer's decision? ○ What do you think would have happened if Homer made a different decision? <p>Activity Two</p> <p>Students work in pairs to come up with a catchphrase for the video (e.g. "Safety and ethics go hand in hand, so shake a hand today!"). Ask all pairs to share their catchphrase to the class.</p> <p>Activity Three</p> <p>Introduce the 'Name a Job' game. Students form a circle (or a couple of separate circles for a larger number of students) and one by one throw a ball (blow-up beach ball, tennis ball or basketball) to another student who on catching it has to name a job. If a student can't name a job they are out and have to sit.</p> <p>The last student standing wins. Record all the different jobs that are mentioned on the whiteboard/butcher's paper.</p> <p>Activity Three</p> <p>In pairs or small groups, students choose a job that has been identified by the game and research the job using Victorian Skills Gateway, myfuture, Job Outlook or other preferred resources (see links below).</p> <p>Students should be exploring the following details:</p> <ul style="list-style-type: none"> • The role of the job |

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| | <ul style="list-style-type: none"> • The skills and employability skills are needed for the job • What industry that job is in • The interests the person doing the job would have • Something new about the job that they did not know. |
| | <p>Activity Four</p> <p>Students share their findings with the class. This could be presented using multimedia such as PowerPoint.</p> <p>Prompt students with the following questions:</p> <ul style="list-style-type: none"> • What are the differences and similarities between the jobs? • What did you already know? • What was one new thing you learned? |
| Teacher Notes: | If technology/time is limited, the stage 3 and stage 4 of this lesson (pairs or group internet research and presentation) could be conducted as a homework exercise to be completed as a team out of class and then presented to the class in a subsequent lesson. |
| Differentiation: | <p>Extend</p> <p>Variations to the game include:</p> <ul style="list-style-type: none"> • starting with the last letter of the previous job • focus on a specific industry or workplace such as a hospital, supermarket or hotel and students need to list all the jobs <p>Students could work in pairs/groups to develop their research into an interactive presentation using a format such as PowerPoint, Prezi or Visme. This would require technical knowledge of these free online presentation programs.</p> |
| Parent/Carer Participation: | <p>Students take their research home and complete a homework assignment with their parents/carers where they research another job together using the following prompts:</p> <ul style="list-style-type: none"> • The role of the job • The skills and employability skills needed for the job • The industry the job is in • The interests the person doing the job would have • Something new about the job that they did not know. |
| References/Resources/Links: | <ul style="list-style-type: none"> • YouTube - https://www.youtube.com/watch?v=jGPilloNdwg • Victorian Skills Gateway https://www.skills.vic.gov.au/victorianskillsgateway/Pages/Home.aspx • myfuture https://myfuture.edu.au • Job Outlook https://www.joboutlook.gov.au/ • Career Education Association of Victoria – Year 8 Career Education: Exploring Careers, 2015 • Career Education Association of Victoria – Career Planning: My Career Capabilities, 2015 |

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| Alternative Lesson 1 | Q&A with employers/employees |
| Learning Intention: | Students can explain how different jobs require different skills |
| Victorian Teaching and Learning Model: | <p>Practice Principles</p> <ul style="list-style-type: none"> • A supportive and productive learning environment promotes inclusion and collaboration |

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| | <p>Pedagogical Model</p> <ul style="list-style-type: none"> • Explore <p>HITS</p> <ul style="list-style-type: none"> • Collaborative Learning • Questioning |
| Mapping to the Victorian Curriculum F–10: | <p>➤ Humanities: Economics and Business – Level 7 & 8 Strand: Work and Work Futures Consider the ways in which work can contribute to individual and societal wellbeing.</p> |
| Terminology for the lesson: | <p>Career: A career can be a variety of roles, both paid and unpaid, that a person takes throughout their lifetime. A career can be a lifelong process of managing learning and work activities in order to live a productive and fulfilling life.</p> <p>Skills: A skill is a task or action that someone can do.</p> <p>Employment: Work for a company or person for a wage or salary</p> <p>Job: Tasks that are performed as part of an occupation or career</p> <p>Occupation: Type of work people do in different ways and places e.g. engineer is an occupation that includes chemical, structural, electrical and other areas</p> <p>Employability Skills: Employability skills are the key skills and personal attributes people need to succeed in the world of work. They are skills that can be transferred across workplaces.</p> <p>Work: A productive task that can be either paid or unpaid</p> <p>Industry: Name given to a broad range of occupations within one field e.g. Transport Industry, Medical Industry or Education Industry</p> |
| Prior Knowledge/concepts/skills: | Names of jobs, work, difference between job and industry. |
| Equipment/Resources required: | Business person or panel of employers Questions (see activity details below) |
| Lesson Duration: | 1 lesson period |
| Lesson Description: Note: This activity could be a multi-class or whole of year activity. | <p>Where a school has contacts with local business people or industry, the school/teacher may invite one (or several) employers/employees to visit the school/class at a particular time to talk about their job, why they chose it, how they achieved their current position, what they like, what they don't, etc. This could also occur with a panel of parents/alumni (School Career Practitioner or VET Coordinator could source contacts in industry or their local LLEN).</p> <p>Make sure to send the people visiting the school the questions beforehand so that they can prepare responses.</p> <p>This session would be a Q&A by students of the visitor/s. See suggested questions below:</p> <p>About your job:</p> <ul style="list-style-type: none"> • What is your job? • What are the main tasks you do each day? • Why is this role important to your organisation? • What is your employer/organisation looking for in their staff? • What advice would you give to a student thinking of doing this role? • How do people usually get into this role? • Why is your job important to the community? To society? • Who else do you work with in this role? • What skills and qualities are required for this role? |

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| | <ul style="list-style-type: none"> • How did you reach your present position? • How did you find your first job and what was it? • How did you get from that job to this one? • How did you know this was the right career for you? • What formal qualifications are required/recommended for this role? • Do you need to have previous work experience for this role and if so what type? • What are the best/worst things about your role? • What hours do you normally work? • Where do you spend the majority of your work time? • Do you think this type of job will exist in 5–10 years' time? Why/why not? <p>An extension to this activity could be to ask students to develop their own questions to ask.</p> |
| Parent Participation: | Local business people or industry could be parents/carers |
| Alternative Lesson 2 | Industry Immersion Experience Program |
| Learning Intention: | Students can explain how different jobs require different skills. |
| Victorian Teaching and Learning Model: | <p>Practice Principles</p> <ul style="list-style-type: none"> • Global citizenship is fostered through real world contexts for learning. <p>Pedagogical Model</p> <ul style="list-style-type: none"> • Engage • Explore <p>HITS</p> <ul style="list-style-type: none"> • Collaborative Learning • Questioning |
| Mapping to the Victorian Curriculum F–10: | <p>➤ Humanities: Economics and Business – Level 7 & 8 Strand: Work and Work Futures Consider the ways in which work can contribute to individual and societal wellbeing.</p> |
| Assessment: | Formative assessment – In this lesson determine student's ability to understand what work is and their understanding that different jobs requirements. |
| Terminology for the lesson: | <p>Career: A career can be a variety of roles, both paid and unpaid, that a person takes throughout their lifetime. A career can be a lifelong process of managing learning and work activities in order to live a productive and fulfilling life.</p> <p>Skills: A skill is a task or action that someone can do.</p> <p>Employment: Work for a company or person for a wage or salary</p> <p>Job: Tasks that are performed as part of an occupation or career</p> <p>Occupation: Type of work people do in different ways and places e.g. engineer is an occupation that includes chemical, structural and more</p> <p>Employability Skills: Employability skills are the key skills and personal attributes people need to succeed in the world of work. They are skills that can be transferred across workplaces.</p> <p>Work: A productive task that can be either paid or unpaid</p> <p>Industry: Name given to a broad range of occupations within one field e.g. Transport Industry, Medical Industry or Education Industry</p> |

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| Prior Knowledge/concepts/skills: | Names of jobs, work, difference between job and industry. |
| Equipment/Resources required: | Industry Immersion Program Department of Education and Training program organised by the Career Education Association of Victoria for eligible schools |
| Lesson Duration: | 1 lesson period |
| Lesson Description: (This Activity could be undertaken in either lesson 3 or 4 of Year 7) | <p>Industry Immersion Experience Program – For schools that are eligible to participate (see list on CEAV website).</p> <p>Note: Schools can participate in the program more than once.</p> <p>(For enquiries or to check eligibility refer to the Industry Immersion Experience Program website)</p> <p>Video about the Program: https://www.ceav.vic.edu.au/industry-immersions/about-the-industry-immersion-experience-program/</p> <p>List of eligible schools: https://www.ceav.vic.edu.au/industry-immersions/list-of-eligible-schools/</p> <p>The Industry Immersion Experience Program is an opportunity for Year 7 to 10 students, in eligible Victorian government schools, to actively engage in a range of industry immersion experiences that build their knowledge of the world of work and future workforce skills requirements. The Victorian Government is providing funding to the Career Education Association of Victoria to deliver this program from 2018 to 2020.</p> <p>Students will have the opportunity to spend a day on site at an industry workplace in the following growth areas:</p> <ul style="list-style-type: none"> • Construction Technologies • Creative Industries • Defence Technologies • Food and Fibre • International Education • Medical Technologies and Pharmaceuticals • Professional Services • Retail, Transport, Distribution, Logistics and Postal • Transport Technologies • Visitor Economies. <p>Students will hear from industry leaders, tour facilities and participate in career development activities that will provide them with valuable and meaningful insights, and an understanding into the current world of work and the future needs of industry.</p> <p>Teachers will receive an Immersion Day Pack that will include a program workbook for students with pre and post Immersion activities, and a teacher resource including lesson plans mapped to the Victorian Curriculum F–10.</p> <p>The Industry Immersion Experience days are offered to eligible Victorian government schools at no cost. Transport to and from the industry venue as well as CRT for teachers attending the day is also covered by the program.</p> |
| Parent Participation: | As a homework task, students work with their parents to research the industry area the student is visiting and develop two questions the student would like to know the answers to and two questions the parent would like to know the answers to. The student will then ask these questions on the day. |