

DESIGN MY CAREER

MY CAREER EXPLORATION – YEAR 7 LESSON FOUR

Name of Lesson:	Year 7 Lesson Plan 4
Learning Intention:	The purpose of the lesson is for students to develop an understanding of the connectedness of the world of work.
Learning Outcome:	Students understand that the world of work is interconnected.
Success Criteria:	I am able to understand that the world of work is interconnected.
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"> Elaborate Evaluate <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:	<p>Summative Assessment Year 7</p> <p>Provide students with the Summative Assessment handout at the end of the lesson and ask them to complete it. (Note – this is a similar handout to the pre unit handout completed at the start of Year 7, Lesson 1).</p>
Terminology for the lesson:	<p>Skills: An ability to perform a particular 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>Employability Skills: Employability skills are the key skills and personal attributes you need to succeed in the world of work. They are skills we take with us from one work situation to another.</p> <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>Belief: 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>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:	None required
Equipment/Resources required:	<ul style="list-style-type: none"> • Lead pencil with eraser – for demonstration purposes • Access to internet for research (in groups) • Butchers paper and marker pens
Lesson Duration:	1 lesson period
Lesson Description:	<p>Activity 1</p> <p>Explain that today students will be exploring the question “What jobs had to occur for me to have this pencil?” Prompt students by asking them to identify one part of the pencil, for example wood and ask what industry area this would be a part of.</p> <p>Move onto all parts of the pencil and their associated industry areas. Once this has been completed, prompt students by asking how are all the parts put together? This should prompt students to think about the manufacturing industry, the design industry.</p> <p>Prompt students by asking them how the pencil is distributed. This would include the wholesale and warehousing industry and the retail industry.</p> <p>Finally, prompt students to consider the other jobs that support these jobs to occur. For example, the transportation industry takes all the materials required to be manufactured and distributes the final products to wholesale and retailers. Marketing and advertising is required to sell the pencils in the shops etc.</p> <p>Activity Two</p> <p>Organise students into groups and ask groups to choose one industry to brainstorm all the jobs they know in that industry that are associated with the work history of the pencil. e.g. retail industry – sales assistant, manager, human resources.</p> <p>Students then expand on this knowledge by researching jobs in that industry (using websites such as myfuture, Job Outlook, Victorian Skills Gateway).</p> <p>Activity Three</p> <p>Place butchers paper on the walls and students write what they have discovered about their industry.</p> <p>Activity Four</p> <p>As a class, discuss and reflect on what each industry has in common, and what it implies about careers and the world of work. Identify similarities and differences between the industry areas. Prompt students to recognise that there are similar jobs in different industries and all work together to develop a pencil.</p> <p>As they reflect, they will see that there are many specific jobs directly related to each industry but there are also many jobs in common with all the different industries.</p>

<p>Differentiation:</p>	<p>Support</p> <p>Students may need to use a different object (e.g. skateboard, mobile phone or any other manufactured object).</p> <p>If students have difficulty brainstorming jobs, encourage them to use websites such as Job Outlook to look at different jobs in each industry area.</p> <p>Extend</p> <p>In small groups, provide each group with an object and ask them to research how that object is made. Students can then map the different industry areas and related jobs present their findings to the class.</p>
<p>Teacher Notes:</p>	<p>Consider when using the pencil activity that students may have limited knowledge or exposure to the world of work and struggle to identify a wide range of jobs in each industry. If you require further information on the different industry areas and the associated jobs, Job Outlook is a good starting point as it provides information on the jobs in different industry areas.</p> <p>Be prepared to prompt them with questions or ideas to help them get started or access one of the videos at either Youth Central https://www.youthcentral.vic.gov.au/ or a Worksite clip http://worksite.actu.org.au/ to prompt students. In addition, use the cheat sheet (handout) prompt to support students to think about the different industry areas.</p>
<p>Parent/Carer Participation:</p>	<p>Students should be encouraged to discuss their research and findings about the pencil activity at home.</p>
<p>References/Resources/Links:</p>	<ul style="list-style-type: none"> • This Pencil Activity has been adapted and used with permission from “Hope Filled Engagement – new possibilities in life/career counselling” Gray Poehnell, Norman E. Amundson (2011) • myfuture https://myfuture.edu.au/ • Job Outlook https://www.joboutlook.gov.au/ • Victorian Skills Gateway https://www.skills.vic.gov.au/victorianskillsgateway/Pages/Home.aspx • Youth Central https://www.youthcentral.vic.gov.au/ • Employability Skills – Youth Central https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have • Worksite http://worksite.actu.org.au/ • Career Education Association of Victoria – Year 8 Career Education: Exploring Careers, 2012

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