

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:	Activity – Pencil Activity Students understand that the world of work is interconnected.
Success Criteria:	Activity – Pencil Activity I am able to understand that the world of work is interconnected.
Victorian Teaching and Learning Model	Practice Principles: 8. Global Citizenship is fostered through real world contexts for learning Pedagogical Model: Elaborate/Evaluate HITS: 5 Collaborative Learning 7 Questioning
Mapping to the Victorian Curriculum F-10:	Humanities – Economics and Business Level 7 and 8 <i>Strand:</i> Work and Work Futures <i>Content Description –</i> <ul style="list-style-type: none"> Consider the ways in which work can contribute to individual and societal wellbeing Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them. OR Technologies – Digital Technologies <i>Strand:</i> Data and Information <i>Content Description –</i> <ul style="list-style-type: none"> Acquire data from a range of sources and evaluate their authenticity.
Assessment:	Summative Assessment Year 7– See Summative Assessment Handout below. Provide students with the 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).
Terminology for the lesson:	<u>Skills</u> - 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'. <u>Employment</u> – Work for a company or person for a wage or salary

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	<p><u>Employability Skills</u> – 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><u>Values</u> – 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 <i>loyalty</i>, <i>truthfulness</i>, etc. A simplified definition may be ‘What is important to you’</p> <p><u>Beliefs</u>- Beliefs are judgements about ourselves and the world around us.</p> <p><u>Career</u> – 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><u>Work</u> – a productive task that can be either paid or unpaid</p> <p><u>Industry</u> - 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:	<ol style="list-style-type: none"> 1. Lead pencil with eraser – for demonstration purposes 2. Access to internet for research (in groups). 3. Butchers paper and marker pens.
Lesson Duration:	1 lesson period
Lesson Description:	<p>Pencil Activity (Note – the object in this activity can be adapted to suit student’s needs, e.g. skateboard, mobile phone or any other manufactured object)</p> <p>The class undertakes the pencil activity as used by Gray Poehnell, which is a brainstorming technique that explores the question – What jobs had to occur for me to have this pencil?</p> <ol style="list-style-type: none"> 1. 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. 2. 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. 3. Prompt students by asking them how the pencil is then distributed? This would include the wholesale and warehousing industry and the retail industry. 4. 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. 5. 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. Eg Retail industry – sales assistant, manager, human resources, 6. Students then expand on this knowledge by researching jobs in that industry (using websites such as myfuture, Job Outlook, Victorian Skills Gateway). 7. Place butchers’ paper on the walls and students write what they have discovered about their industry.

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	<p>8. 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><i>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)</i></p>
Differentiation	<p>Students may need to use a different object (e.g. skateboard, cupcake, mobile phone or any other manufactured object), depending on their awareness of industries.</p> <p>You may need to explain to students what the "world wide web of work" is e.g. use the analogy of a spider web and how strands are connected and that in work many industries, jobs and skills are connected. Another analogy can be the use of the internet 'web'. One Wikipedia page may have many hyperlinks to different topics and information all connected to that one webpage.</p>
Teacher Notes:	<p>Pencil Activity</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. 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.</p> <p>Alternative Activity – myfuture Career Interest Quiz</p> <p>Students will need to create a free registration with myfuture, and this activity only involves the Interest Quiz in the My Career Profile section. Students will be more interested at this stage in occupations suggested for them from the results of the Interest Quiz rather than researching occupations with no connection to them.</p>
Parent/Carer Participation:	<p>Pencil Activity</p> <p>Students should be encouraged to discuss their research and findings about the pencil activity at home.</p> <p>Alternative Activity – myfuture Career Interest Quiz</p> <p>Students can take home the occupation results of the myfuture career interest quiz and the occupations worksheet to discuss with their parents/carers. Students should be encouraged to demonstrate the myfuture website to their parents/carers and do further at home research.</p>
References/Resources/Links:	<ul style="list-style-type: none"> • 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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