

# DESIGN MY CAREER

## MY CAREER EXPLORATION – YEAR 8 LESSON THREE

<b>Name of Lesson:</b>	<b>Year 8 Lesson Plan 3</b>
<b>Learning Intention:</b>	The purpose of the lesson is for students to investigate employability skills.
<b>Learning Outcome:</b>	Students can identify a wide variety of employability skills and explain why they are important at work.
<b>Success Criteria:</b>	I understand what employability skills are. I can identify some employability skills. I understand that different skills can be use in a variety of different settings – home, school, work.
<b>Victorian Teaching and Learning Model:</b>	<p><b>Practice Principles</b></p> <ul style="list-style-type: none"> <li>A supportive and productive learning environment promotes inclusion and collaboration</li> </ul> <p><b>Pedagogical Model</b></p> <ul style="list-style-type: none"> <li>Explain</li> </ul> <p><b>HITS</b></p> <ul style="list-style-type: none"> <li>Structuring Lessons</li> <li>Collaborative Learning</li> </ul>
<b>Mapping to the Victorian Curriculum F–10:</b>	<ul style="list-style-type: none"> <li>➤ <b>Personal and Social Capability – Level 7 and 8</b> <b>Strand: Self-Awareness and management</b> <b>Sub-strand: Development of resilience</b> Discuss the range of strategies that could be used to cope with difficult tasks or changing situations</li> <li>➤ <b>Personal and Social Capability – Level 7 and 8</b> <b>Strand: Social Awareness and Management</b> <b>Sub- strand: Collaboration</b> Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team. Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict.</li> <li>➤ <b>Economics and Business – Level 7 and 8</b> <b>Strand: The Business Environment</b> Consider the ways in which work can contribute to individual and societal wellbeing.</li> </ul>
<b>Assessment:</b>	<b>Formative assessment</b> – Assess students understanding of the range of employability skills and how these skills are used across different jobs.
<b>Terminology for the lesson:</b>	<p><b>Interests:</b> Things people like or things people enjoy</p> <p><b>Personal attributes:</b> The things that make people unique, the characteristics that make up people’s personality e.g. funny, kind, motivated</p> <p><b>Skill:</b> 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><b>Strengths:</b> Strengths can include things people:</p> <ul style="list-style-type: none"> <li>• like about themselves (personal attributes)</li> <li>• are interested in (interests/hobbies)</li> <li>• can do well (skills)</li> <li>• like about yourself (personal attributes)</li> </ul> <p><b>Values:</b> 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><b>Beliefs:</b> Beliefs are judgements about ourselves and the world around us.</p> <p><b>Career:</b> 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><b>Employment:</b> Work for a company or person for a wage or salary</p> <p><b>Job:</b> Tasks that are performed as part of an occupation or career</p> <p><b>Occupation:</b> Type of work people do in different ways and places e.g. engineer is an occupation that includes chemical, structural and more</p> <p><b>Employability Skills:</b> 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><b>Work:</b> A productive task that can be either paid or unpaid</p> <p><b>Industry:</b> 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:	Students should have an understanding of what skills are and what skills they use.
Equipment/Resources required:	<ul style="list-style-type: none"> <li>• White Board/ Butchers paper</li> <li>• Access to Internet (ACTU website, YouTube, Youth Central, Seek, McDonalds and Zoo's Victoria websites)</li> </ul>
Lesson Duration:	1 lesson period
Lesson Description:	<p><b>Activity One</b></p> <p>Introduce the concept of employability skills by asking students "What are employability skills?" Use the Youth Central website to investigate</p> <p>In groups, students pick one job, write a description of the job and investigate what employability skills may be needed for that job. Ask students to record their findings on butcher's paper around the room.</p> <p>Ask students to explore responses from other groups noting any similarities and differences between the jobs. Students should recognise that different jobs require different skills, but also many jobs use the same skills as skills can be transferable.</p>

	<p><b>Activity Two</b></p> <p>In the same or different groups as activity one, provide students with a scenario and groups must develop a role play that focuses on highlighting different employability skills. These will be presented to the class.</p> <p>Students use the Youth Central website (Employability Skills – 8 job skills you should have) – to prepare for their scenario presentations <a href="https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have">https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have</a></p> <p><b>Scenario 1 – The part-time job</b></p> <p>A Year 9 student is working part-time at MacDonal’d’s. They have been working there for one month now.</p> <p>Role play two situations that show the student demonstrating employability skills in the workplace. The audience then has to guess which employability skills were used and the group has to explain why they chose those employability skills.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• An upset customer (e.g. a customer brings back their meal and claims to have found a hair in their burger. The employability skill could be problem-solving)</li> <li>• A difficult manager (e.g. the manager is continuously asking the employee to undertake tasks that they are not trained in. The employability skill could be communication)</li> <li>• A stressful shift (e.g. 3 staff members call in sick and all other staff are pushed to their limits. The employability skill could be teamwork and planning and organising).</li> </ul> <p><b>Scenario 2 – Work experience</b></p> <p>A Year 10 student has discovered that they are really interested in animals but is not sure what kind of job they want. During their week of work experience they meet many people working at the zoo.</p> <p>The student meets three people with different roles at the zoo (e.g. veterinarian, gardener, guest relations, biologist etc.) and observes them working. Role play the student meeting with each different person and interviewing them on the skills they need in their role.</p>
<p>Differentiation</p>	<p><b>Support</b></p> <p>For students who do not feel confident to role play, they could create a poster or a multimedia presentation about a specific job or role and the employability skills that are required in that role and why.</p> <p><b>Extend</b></p> <p>Role play two scenarios of someone applying for a full-time job. The two occupations must be different (students can either create their own ‘job advertisement’ or using an employment website such as Seek, find two different job advertisements). Develop questions that the interview panel must ask and responses by the interviewee.</p> <p>Examples could be:</p> <ul style="list-style-type: none"> <li>• What personal qualities you would bring to the role?</li> <li>• Why do you want to become (occupation)?</li> <li>• Tell us about a time you showed (skill).</li> </ul>
<p>Teacher Notes:</p>	<p><b>Employability Skills</b></p> <p>Employers often look for skills that go beyond qualifications and experience. These are employability skills. These are the skills that we develop and take with us from one life or work situation to another. They include:</p> <ul style="list-style-type: none"> <li>• <b>Communication</b> Are you a good communicator? Are you able to listen and understand, speak clearly and directly and share information? Are you confident speaking with people face-to-face or over the phone and can you compose written works that are appropriate to your audience needs?</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Teamwork</b> Can you work with other people? Can you work towards a team goal rather than personal glory?</li> <li>• <b>Problem Solving</b> Can you find solutions when faced with difficulties or set-backs? If you can't think of a solution immediately, do you have the capacity to develop a logical process for figuring things out?</li> <li>• <b>Initiative and enterprise</b> Can you think about the bigger picture, adapt to new situations, be creative and translate ideas into action?</li> <li>• <b>Planning and organising</b> Are you able to organise yourself, plan project timelines and meet deadlines?</li> <li>• <b>Self-management</b> Can you take responsibility for your actions and work independently? Are you able to stay on top of your own deadlines and delegate as appropriate to ensure tasks are completed?</li> <li>• <b>Learning skills</b> Do you want to learn new things and are you able to pick them up quickly?</li> <li>• <b>Technology</b> Do you have a range of IT skills, are you able to apply IT as a management tool and to organise data and are you willing to learn new IT skills?</li> </ul>
Parent/Carer Participation:	<p>Students should be encouraged to discuss skills and role play activities with their parents/carers.</p> <p><b>Alternative Activity – Industry Field Trip</b></p> <p>As additional adult supervision is often required for excursions, a limited number of parents/carers could be invited to assist with student supervision at Industry Field Trip visit.</p>
References/Resources/Links:	<ul style="list-style-type: none"> <li>• Youth Central (Employability Skills): <a href="https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have">https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have</a></li> <li>• Video – What Employer's Want (Youth Central) 4.42 mins <a href="https://www.youtube.com/watch?v=8PJzAqJLdd8">https://www.youtube.com/watch?v=8PJzAqJLdd8</a></li> <li>• Video – Part-time and casual work (Youth Central) 3.47 mins <a href="https://www.youtube.com/watch?v=0kPftuwVIE4">https://www.youtube.com/watch?v=0kPftuwVIE4</a></li> <li>• Research – Careers at Zoos Victoria <a href="https://www.zoo.org.au/about-us/careers-at-zoos-victoria">https://www.zoo.org.au/about-us/careers-at-zoos-victoria</a></li> <li>• Research – Working at McDonalds <a href="https://apply.mcdonalds.com.au/public/index.cfm?action=showPublicContent&amp;assetCategoryId=4311">https://apply.mcdonalds.com.au/public/index.cfm?action=showPublicContent&amp;assetCategoryId=4311</a></li> <li>• Seek – <a href="https://www.seek.com.au/">https://www.seek.com.au/</a></li> <li>• Career Education Association of Victoria – Year 8 Career Education: Exploring Careers, 2015</li> <li>• Career Education Association of Victoria – Career Planning: My Career Capabilities, 2015</li> </ul>

Alternative Lesson 1	Industry Field Trip
Learning Intention:	Students can explain how different jobs require different skills.
Victorian Teaching and Learning Model:	<p><b>Practice Principles</b></p> <ul style="list-style-type: none"> <li>• Global citizenship is fostered through real world contexts for learning.</li> </ul> <p><b>Pedagogical Model</b></p> <ul style="list-style-type: none"> <li>• Engage</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore</li> </ul> <p><b>HITS</b></p> <ul style="list-style-type: none"> <li>• Collaborative Learning</li> <li>• Questioning</li> </ul>
Mapping to the Victorian Curriculum F–10:	<p>➤ <b>Humanities: Economics and Business – Level 7 &amp; 8</b>  <b>Strand: Work and Work Futures</b>          Consider the ways in which work can contribute to individual and societal wellbeing. Describe the nature and investigate the influences on the work environment.</p>
Terminology for the lesson:	<p><b>Career:</b> 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><b>Skills:</b> A skill is a task or action that someone can do.</p> <p><b>Employment:</b> Work for a company or person for a wage or salary</p> <p><b>Job:</b> Tasks that are performed as part of an occupation or career</p> <p><b>Occupation:</b> Type of work people do in different ways and places e.g. engineer is an occupation that includes chemical, structural and more</p> <p><b>Employability Skills:</b> 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><b>Work:</b> A productive task that can be either paid or unpaid.</p> <p><b>Industry:</b> 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.
Lesson Duration:	1 lesson period
Lesson Description: Note: This activity could be a multi-class or whole of year activity.	<p>Arrange an opportunity for students to visit a workplace (this could be to a parent’s workplace local community organisation such as TAFE or university campus, local employer or a workplace on school grounds e.g. school canteen, school office etc).</p> <p>During the industry visit, the students should be shown a range of different skills/tasks that are undertaken at that location. Students should be encouraged to ask questions about the skills that are required in that workplace (see suggested prompt questions).</p> <p>An alternate option is Reserve Bank of Australia’s School Program. Economists from the Reserve Bank visit schools and universities in the main metropolitan areas across Australia to talk about what they do, the work of the Reserve Bank and the Australian economy.</p> <p><a href="https://www.rba.gov.au/education/talks-and-events/visiting-you.html">https://www.rba.gov.au/education/talks-and-events/visiting-you.html</a></p> <p>Prompt questions for students to ask during a field trip or industry visit can include:</p> <ul style="list-style-type: none"> <li>• What is the main activity that you do here?</li> <li>• What jobs do people do?</li> <li>• What skills and qualities are required for these jobs?</li> <li>• What are the main tasks staff do each day?</li> <li>• What skills and qualities are required for these tasks?</li> <li>• What are the entry level jobs in this industry?</li> <li>• What formal qualifications/and or experience are required?</li> <li>• What are the best/worst things about working in this industry?</li> <li>• What hours does this business operate?</li> <li>• How do you think jobs will be affected in 5–10 years’ time? Why/why not?</li> </ul>

Parent Participation	Local business people or industry could be parents/carers
<b>Alternative Lesson 2</b>	<b>Tech Schools Program</b>
Learning Intention:	Students can explain how different jobs require different skills
Victorian Teaching and Learning Model:	<p><b>Practice Principles</b></p> <ul style="list-style-type: none"> <li>Global citizenship is fostered through real world contexts for learning</li> </ul> <p><b>Pedagogical Model</b></p> <ul style="list-style-type: none"> <li>Engage</li> <li>Explore</li> </ul> <p><b>HITS</b></p> <ul style="list-style-type: none"> <li>Collaborative Learning</li> <li>Questioning</li> </ul>
Mapping to the Victorian Curriculum F–10:	<p>➤ <b>Humanities: Economics and Business – Level 7 &amp; 8</b>  <b>Strand: Work and Work Futures</b>          Consider the ways in which work can contribute to individual and societal wellbeing. Describe the nature and investigate the influences on the work environment.</p>
Assessment:	<b>Formative assessment</b> – In this lesson determine student’s ability to understand what work is and their understanding that different jobs requirements.
Terminology for the lesson:	<p><b>Career:</b> 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><b>Skills:</b> A skill is a task or action that someone can do.</p> <p><b>Employment:</b> Work for a company or person for a wage or salary</p> <p><b>Job:</b> Tasks that are performed as part of an occupation or career</p> <p><b>Occupation:</b> Type of work people do in different ways and places e.g. engineer is an occupation that includes chemical, structural and more</p> <p><b>Employability Skills:</b> 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><b>Work:</b> A productive task that can be either paid or unpaid</p> <p><b>Industry:</b> 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.
Lesson Duration:	1 lesson period

<p><b>Lesson Description:</b> <b>(This Activity could be undertaken in either lesson 3 or 4 of Yr 7)</b></p>	<p>Tech schools provide engaging discovery and taster programs from Years 7 to 10. These programs aim to show students the many exciting training, work and career possibilities of their future. The educational programs and master classes will inspire and engage student's interactive learning, using leading edge technology and teaching programs focused on discovery, innovation and learning by inquiry.</p> <p><a href="https://www.education.vic.gov.au/about/programs/learningdev/techschools/Pages/default.aspx?Redirect=1">https://www.education.vic.gov.au/about/programs/learningdev/techschools/Pages/default.aspx?Redirect=1</a></p> <p>If your local school is in a Tech Schools location and part of the local partnership group, your students can participate in Tech Schools.</p>
<p><b>Parent Participation:</b></p>	<p>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.</p>

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