

# DESIGN MY CAREER

## MY CAREER EXPLORATION – YEAR 8 LESSON FOUR

<b>Name of Lesson:</b>	<b>Year 8 Lesson Plan 4</b>
<b>Learning Intention:</b>	The purpose of this lesson is for students to develop an understanding of different growth industries and that jobs of the future may be different to current jobs.
<b>Learning Outcome:</b>	Students explore different job options and growth industries. Students understand that jobs can change in the future.
<b>Success Criteria:</b>	I can discuss different growth industries. I understand that different jobs require different skills.
<b>Victorian Teaching and Learning Model:</b>	<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>Elaborate</li> <li>Evaluate</li> </ul> <p><b>HITS</b></p> <ul style="list-style-type: none"> <li>Collaborative Learning</li> <li>Questioning</li> </ul>
<b>Mapping to the Victorian Curriculum F–10:</b>	<p><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.</p>
<b>Assessment:</b>	<b>Summative Assessment Year 8</b> – Provide students with the ‘Summative Assessment’ handout and ask them to complete at the end of the lesson. (Note – this is a similar handout to the pre unit handout completed at the start of Year 8, Lesson 1).
<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:	Basic knowledge of current industries and jobs.
Equipment/Resources required:	<ul style="list-style-type: none"> <li>• Access to the internet (including, Victorian Skills Gateway, Victorian Government Priority Industries and Sectors, myfuture, Job Outlook, Australian Jobs) see links below.</li> <li>• Summative Assessment handout</li> </ul>
Lesson Duration:	1 lesson period
Lesson Description:	<p>Students have the choice of completing 1 or 2 of the activities listed below, depending on time allocated. In small groups (3 or 4 students per group) students select the activities that interest them. At the end of the lesson allow time for each group of students to present their findings/report/vision board to the class.</p> <p><b>Activity One</b></p> <p>Students select a range of video clips that may interest them on Victorian Skills Gateway <a href="https://www.skills.vic.gov.au/victorianskillsgateway/Stories/Pages/default.aspx">https://www.skills.vic.gov.au/victorianskillsgateway/Stories/Pages/default.aspx</a></p> <p>Group Report – as a group use the questions below to reflect on their videos:</p> <ol style="list-style-type: none"> <li>What background did the individual in the video have that led to their job?</li> <li>Where and what did they study to be qualified for their job?</li> <li>What type of work does their company do?</li> <li>Does their job have future prospects?</li> </ol> <p><b>NOTE</b> – Provide students with ‘Summative Assessment’ handout after completing Lesson Plan 4 activities. (Note – this is a similar handout to the pre unit handout completed at the start of Lesson 1).</p> <p><b>Activity Two</b></p> <p>Using the Victorian Government Priority Industries and Sectors website <a href="https://djpr.vic.gov.au/priority-industries-sectors">https://djpr.vic.gov.au/priority-industries-sectors</a>, students select one of the 11 growth industries that they are interested in. Students then research the industry (using websites such as myfuture, Job Outlook, Victorian Skills Gateway, Australian Jobs and Victorian Government Priority Industries and Sectors website) and create a 1 page online vision board advertising the industry. Students can include images, words, and descriptions and should target their vision board to promote the industry.</p>

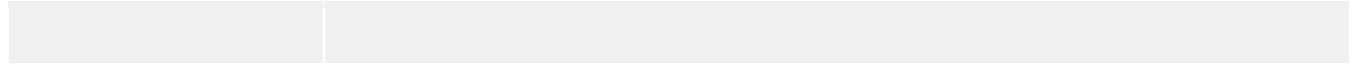
	<p><b>Activity Three</b></p> <p>Using the Careers2030 website <a href="https://careers2030.cst.org/jobs/">https://careers2030.cst.org/jobs/</a> students work in groups of 3 or 4 to research one of the new and interesting careers of the future (many of these careers don't exist today so encourage students to select a career they haven't heard of). Students prepare a PowerPoint presentation for the class which includes the following questions:</p> <ol style="list-style-type: none"> <li>What is the job?</li> <li>What industry is it in?</li> <li>What skills does it require?</li> <li>What similar jobs are available today?</li> <li>Why have the jobs today changed?</li> <li>Why is this job important?</li> <li>How does this job contribute to society?</li> </ol>
<b>Differentiation:</b>	<p><b>Extend</b></p> <p>Homework activity – Students interview one person from their family or friends and prepare a report on the following questions:</p> <ol style="list-style-type: none"> <li>What background did the individual in the video have that led to their job?</li> <li>Where and what did they study to be qualified for their job?</li> <li>What type of work does their company do?</li> <li>Does their job have future prospects?</li> </ol> <p>The class plans, develops and presents an Industry Expo to other classes, year levels or the school. Using their 1 page vision board as stimuli, students work in small groups to develop flyers, posters, brochures etc. advertising their selected growth industry (this could include PowerPoint presentations or other online technology). Students will need to research their chosen growth industry and be prepared to share information about their industry at the expo.</p>
<b>Parent/Carer Participation:</b>	<p>Students should be encouraged to share the knowledge they have learnt about changing and future jobs with their parents/carers.</p>
<b>References/ Resources/Links:</b>	<ul style="list-style-type: none"> <li>Career Education Association of Victoria – Career Planning: My Career Capabilities, 2015</li> <li>Victorian Skills Gateway <a href="https://www.skills.vic.gov.au/victorianskillsgateway/Stories/Pages/default.aspx">https://www.skills.vic.gov.au/victorianskillsgateway/Stories/Pages/default.aspx</a></li> <li>Victorian Government Priority Industries and Sectors website <a href="https://djpr.vic.gov.au/priority-industries-sectors">https://djpr.vic.gov.au/priority-industries-sectors</a>,</li> <li>myfuture <a href="https://myfuture.edu.au/">https://myfuture.edu.au/</a></li> <li>Job Outlook <a href="https://joboutlook.gov.au/">https://joboutlook.gov.au/</a></li> <li>Australian Jobs <a href="https://australianjobs.jobs.gov.au/">https://australianjobs.jobs.gov.au/</a></li> <li>Careers2030 <a href="https://careers2030.cst.org/jobs/">https://careers2030.cst.org/jobs/</a></li> </ul>

<b>Alternative Lesson 2</b>	<b>Industry Immersion Experience Program</b>
<b>Learning Intention:</b>	Students can explain how different jobs require different skills.
<b>Victorian Teaching and Learning Model:</b>	<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> </ul>

	<ul style="list-style-type: none"> <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.</p>
Assessment:	<p><b>Formative assessment</b> – In this lesson determine student’s ability to understand what work is and their understanding that different jobs requirements.</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.
Equipment/Resources required:	<p><b>Industry Immersion Program</b></p> <p>Department of Education and Training program organised by the Career Education Association of Victoria for eligible schools</p>
Lesson Duration:	1 lesson period
Lesson Description: <b>(This Activity could be undertaken in either lesson 3 or 4 of Year 7)</b>	<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>List of eligible schools is available at: <a href="https://www.ceav.vic.edu.au/industry-immersions/list-of-eligible-schools/">https://www.ceav.vic.edu.au/industry-immersions/list-of-eligible-schools/</a></p> <p><b>Note:</b> Schools are able to participate in the program more than once.</p> <p>For enquiries refer to the <a href="#">Industry Immersion Experience Program website</a></p> <p>Video about the Program: <a href="https://www.ceav.vic.edu.au/industry-immersions/about-the-industry-immersion-experience-program/">https://www.ceav.vic.edu.au/industry-immersions/about-the-industry-immersion-experience-program/</a></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"> <li>• Construction Technologies</li> <li>• Creative Industries</li> <li>• Defence Technologies</li> <li>• Food and Fiber</li> <li>• International Education</li> <li>• Medical Technologies and Pharmaceuticals</li> </ul>

	<ul style="list-style-type: none"> <li>Professional Services</li> <li>Retail, Transport, Distribution, Logistics and Postal</li> <li>Transport Technologies</li> <li>Visitor Economies.</li> </ul> <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.

Alternative Lesson 3	Myfuture – career interest quiz
Learning Intention:	Students can build a personal profile, and this this to a range of occupational and industry profiles
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>Personal and Social Capability – Level 7 and 8</b>  <b>Strand: Social Awareness and Management</b>  <b>Sub-strand: Relationships and diversity</b>            Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others</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.
Lesson Duration:	1 lesson period
Lesson Description:	<p>Students register and complete the myfuture Career Interest Quiz – <a href="https://myfuture.edu.au/">https://myfuture.edu.au/</a>            Using the occupation results, the students research three of the suggested occupations            Students complete the occupations worksheet.</p> <p><b>Note</b> – Provide students with the Summative Assessment handout after completing Lesson Plan 4 activities. (Note – this is a similar handout to the pre unit handout completed at the start of Lesson 1).</p>



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