

DESIGN MY CAREER

MY CAREER EXPLORATION – YEAR 8 LESSON 4

Name of Lesson:	Year 8 Lesson Plan 4
Learning Intention:	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
Learning Outcome:	Students can explore different job options and growth industries Students understand that jobs can change in the future
Success Criteria:	I can discuss different growth industries I understand that different jobs require different skills
Victorian Teaching and Learning Model	<p>Practice Principles: 8. Global Citizenship is fostered through real world contexts for learning</p> <p>Pedagogical Model: Elaborate/Evaluate</p> <p>HITS:</p> <p>5 Collaborative Learning</p> <p>7 Questioning</p>
Mapping to the Victorian Curriculum F10:	<p>Humanities – Economics and Business</p> <p>Level 7 & 8</p> <p>Strand: Work and Work Futures</p> <p>Content Description –</p> <ul style="list-style-type: none"> ○ Consider the ways in which work can contribute to individual and societal wellbeing.
Suggested Learning Area:	<p>Technologies – Digital Technologies</p> <p><i>Strand:</i> Data and Information</p> <p><i>Content Description –</i></p> <p>Acquire data from a range of sources and evaluate their authenticity</p>
Assessment:	<p>Determine whether students have understood the reasons for growth industries.</p> <p>Summative Assessment Year 8 – See Summative Assessment Handout below. Provide students with the 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).</p>
Terminology for the lesson:	<p><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’.</p> <p><u>Employment</u> – Work for a company or person for a wage or salary</p> <p><u>Job</u>- tasks that you perform as part of your occupation or career</p>

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	<p><u>Occupation</u> – type of work people do in different ways and places e.g. engineer is an occupation that includes chemical, structural and more</p> <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>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> <p><u>Labour market information</u> – information about trends in employment and skills needed in occupations</p>
Prior Knowledge /concepts/skills:	Basic knowledge of current industries and jobs.
Equipment/Resources required:	<p>Access to the internet (including, Victorian Skills Gateway, Victorian Government Priority Industries and Sectors, myfuture, Job Outlook, Australian Jobs) see links below.</p> <p>Summative Assessment Handout</p>
Lesson Duration:	1 lesson period
Lesson Description:	<p>Job Exploration Activity</p> <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>1. Students select a range of video clips that may interest them on Victorian Skills Gateway https://www.skills.vic.gov.au/victorianskillsgateway/Stories/Pages/default.aspx</p> <p>Group Report – as a group use the questions below to reflect on their videos:</p> <ol style="list-style-type: none"> 1. What background did the individual in the video have that led to their job? 2. Where and what did they study to be qualified for their job? 3. What type of work does their company do? 4. Does their job have future prospects? <p>2. Using the Victorian Government Priority Industries and Sectors website https://djpr.vic.gov.au/priority-industries-sectors, 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, descriptions and should target their vision board to promote the industry.</p> <p>3. Careers2030</p>

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	<p>Using the Careers2030 website https://careers2030.cst.org/jobs/ 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"> 1. What is the job? 2. What industry is it in? 3. What skills does it require? 4. What similar jobs are available today? 5. Why have the jobs today changed? 6. Why is this job important? 7. How does this job contribute to society? <p>NOTE- summative assessment handout. Provide students with this 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>Differentiation</p>	<p>Activity 1 (homework extension 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"> 1. What background did the individual in the video have that led to their job? 2. Where and what did they study to be qualified for their job? 3. What type of work does their company do? 4. Does their job have future prospects? <p>Activity 2 (extension activity) – 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>
<p>Alternative Activity 1</p>	<p>Industry Immersion Experience Program</p> <ol style="list-style-type: none"> 1. <u>Learning Outcome:</u> Students can explain how different jobs require different skills 2. <u>Victorian Teaching and Learning Model:</u> <ul style="list-style-type: none"> • <i>Practice Principles</i> - Principle 8: Global citizenship is fostered through real world contexts for learning • <i>Pedagogical Model</i> - Engage/Explore • <i>HITS</i> – <ul style="list-style-type: none"> ○ 5 Collaborative Learning ○ 7 Questioning 3. <u>Mapping to the Victorian Curriculum F-10:</u> Humanities – Economics and Business Level 7 & 8 <i>Strand:</i> Work and Work Futures Content Description – <ul style="list-style-type: none"> ○ Consider the ways in which work can contribute to individual and societal wellbeing ○ Describe the nature and investigate the influences on the work environment. 4. <u>Lesson Description</u>

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	<p>Industry Immersion Experience Program - For schools that are eligible to participate (see list on CEAV website). Note: Schools are able to 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 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 insight and 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.</p> <p>The Industry Immersion Experience days are offered to eligible Victorian government schools at no cost and transport to and from the industry venue as well as CRT for teachers attending the day is covered by the program.</p>

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Alternative Activity 2	<p>myfuture- career interest quiz https://myfuture.edu.au/</p> <ol style="list-style-type: none"> <u>Learning Outcome:</u> Students can build a personal profile, and this this to a range of occupational and industry profiles <u>Victorian Teaching and Learning Model:</u> <ul style="list-style-type: none"> <i>Practice Principles</i> - Principle 8: Global citizenship is fostered through real world contexts for learning <i>Pedagogical Model</i> - Engage/Explore <i>HITS</i> – <ul style="list-style-type: none"> 5 Collaborative Learning 7 Questioning <u>Mapping to the Victorian Curriculum F-10:</u> Personal and Social Capability Level 7 & 8 <i>Strand:</i> Social Awareness and Management <i>Sub-strand:</i> Relationships and diversity <i>Content Descriptors</i> - <ul style="list-style-type: none"> Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others OR Technologies – Digital Technologies <i>Strand:</i> Data and Information <i>Content Description</i> – Acquire data from a range of sources and evaluate their authenticity.8 <p>4. <u>Lesson Description</u></p> <ol style="list-style-type: none"> Students register and complete the myfuture Career Interest Quiz. Using the occupation results, the students research three of the suggested occupations Students complete the occupations worksheet. <p>NOTE- summative assessment handout. Provide students with this 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>
Parent/Carer Participation:	Students should be encouraged to share the knowledge they have learnt about changing and future jobs with their parents/carers.
References/ Resources/Links:	<ul style="list-style-type: none"> Career Education Association of Victoria – Career Planning: My Career Capabilities, 2015 Victorian Skills Gateway https://www.skills.vic.gov.au/victorianskillsgateway/Stories/Pages/default.aspx Victorian Government Priority Industries and Sectors website https://djpr.vic.gov.au/priority-industries-sectors, myfuture - https://myfuture.edu.au/ Job Outlook - https://joboutlook.gov.au/ Australian Jobs - https://australianjobs.jobs.gov.au/

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	<ul style="list-style-type: none">• Careers2030 - https://careers2030.cst.org/jobs/• Industry Immersion Experience Program - https://www.ceav.vic.edu.au/industry-immersions/about-the-industry-immersion-experience-program/

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