

Teachers' notes

Year level

Year 7, 8, 9, 10

VELS

Level 5 & 6



Time

Two hours (plus surveys and other activities homework)

Purpose

To build upon goal setting and to consider how the world might change.



Rationale

The world of work is changing rapidly with jobs disappearing and new jobs emerging. Technological advancement is also having a huge impact on the way people work and the tasks they perform. In light of this, it is important for young people not only to consider jobs that are available now, but to think about, and possibly create, jobs of the future.



Activities

1. Begin the exploration of the future world of work by getting students to administer the *Future survey form*. This should be done with a range of people – fellow students, other school staff, parents, family friends, neighbours etc. (If students do this beyond their immediate circle, you will need to deal with issues of survey administration particularly in relation to interpersonal skills and safety issues involved with interviewing strangers – see the *Evolving careers* lesson).
2. Students then collate their results and use this as a basis for discussion of future trends.
3. Students then read and complete the *Future predictor* sheet. Discuss their responses in small groups and report back to the class.
4. Students in small groups discuss the *Trends* handout, with a particular view to identifying the impact it will have on careers in the future. (Teachers may want to add other examples).
5. From their analysis of these trends, students identify possible future careers and careers that will no longer exist.
6. Discuss the *Risk Assessment* handout with the students. Get students to explore the website (www.australia21.org.au) and any other sites they can find relating to this topic.
7. From this investigation students in small groups identify five major risks and the implications this may have on careers

Further activities

Students discuss the following:

- Can the future cause the present? (a forthcoming exam might cause you to study)
- Can you see the past? (Consider seeing the light from stars that has taken so many light years to get here that you may be viewing a star that no longer exists).



Resources

- One copy of each of the *Future survey* forms for each student
- One copy of the *Become a future predictor* handout for each student
- One copy of the *Trends* handout for each student
- One copy of the *Risk assessment* handout for each student
- Internet access to explore the website (www.australia21.org.au) and any other relevant sites

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Interpersonal Development	Building social relationships Working in teams
	Personal Learning	The individual learner Managing personal learning
	Civics and Citizenship	Civic knowledge and understanding Community engagement
Discipline-based Learning	The Humanities – Economics	Knowledge and understanding
Interdisciplinary Learning	Communication	Listening, viewing and responding Presenting
	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition