



Teachers' notes

Year level
Year 6, 7, 8, 9, 10

VELS
Level 4, 5 & 6



Time

Two hours

This investigation may be ongoing and completed over a period of time.

Purpose

Investigate a variety of occupations to assist in making informed career decisions.



Rationale

Students need to know how to obtain information about occupations from the wide range of sources currently available. This will enable them to do ongoing exploration as required at different stages in their lives in the rapidly changing world of work. Through these activities, students should identify at least two occupations they may be interested in for future work roles. This will assist them in their decision making about pathways in senior secondary schooling and beyond.



Activities

Activities are grouped for Years 6, 7 and 8, and for Years 9 and 10, but teachers may use whatever activities best suit their students.

Years 6, 7 and 8

1. Ask students to identify all the sources of information about careers that they are aware of currently.
2. Distribute and discuss *the Gathering careers information* handout with the students, noting any of the sources that they missed in the earlier discussion.
3. Using resources such as *Youth Central*, *myfuture* and the *Job Guide*, ask students to select five jobs that seem interesting or unusual to them and find out about them. Students complete the *Researching careers Year 6, 7 and 8* for one or two of these jobs. Ask students to briefly describe one of their jobs to the rest of the class.
3. Divide the class into groups of three. Each group is given a list of unusual job titles together with the relevant job descriptions. The groups discuss the jobs in the list and a representative from each group tells the class about one or more unusual jobs.
4. The teacher writes the names of different jobs on pieces of paper and puts them into a box. Each student draws one and has to think about the job and write ten statements / clues which will help other students guess the job title. Students one at a time give the first clue, verbally or non-verbally. If the job title is not guessed within a reasonable time, the student gives a second clue.
5. If the clues involve stereotypes, (particularly gender issues) a discussion should follow to address this.

Years 9 and 10

1. Work through the *Gathering careers information* handout with the students (if necessary). Using the school library, an excursion to the Careers Information Centre and local employers, students work through the *Researching careers Years 9 and 10* sheet to complete their research.
2. Teacher introduces the *Researching careers peer assessment* sheet and explains how students are to assess the presentations of other students in their class.
3. Students present their completed assignments as prepared talks. They can include powerpoint presentations, posters or other support materials. Students complete a *Researching careers peer assessment* sheet for each student presenting. The assessments may be done individually, in pairs or in small groups.

Researching careers

Further activities

- Students think of someone they know who has a job. They then describe that person at work and what they might be doing now.
- Identify common careers or work that several students (if not a majority) are interested in and invite guest speakers to the class to talk about their work.



Resources

For Years 6, 7 and 8

- List of unusual jobs with job descriptions (to be prepared by teacher)
- Job titles on separate sheets of paper (to be prepared by teacher)
- Copies of *Gathering careers information* sheet for each student
- Copies of *Researching careers (Year 6, 7 and 8)* sheet for each student
- *Youth Central* <http://www.youthcentral.vic.gov.au/>
- The Facts section of the *myfuture* website <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

For Years 9 and 10

- Copies of *Gathering careers information* sheet for each student
- Copies of the *Researching careers (Year 9 and 10)* sheet for each student
- Copies of *Peer assessment* sheet for each student
- *Youth Central* <http://www.youthcentral.vic.gov.au/>
- The Facts section of the *myfuture* website <http://www.myfuture.edu.au>
- School library booking and/or excursion to local Careers Reference Centre
- *Job Guide* – in print or online at <http://www.jobguide.dest.gov.au/>
- *Job Outlook* – <http://jobsearch.gov.au/joboutlook/>

Victorian Essential Learnings (VELS)

Level 4, 5 and 6

Strand	Domain	Dimension
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communication	Presenting
	Information and Communications Technology	ICT for communicating
	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition