

Victorian Careers Curriculum Framework

**Lesson Plan: Career investigation**

**Australian Blueprint of Career Development competencies**

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| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA B: LEARNING AND WORK EXPLORATION | | |
| 5. Locate and effectively use career information | 5.2 Locate, understand and use career information | 5.2.8 Use school and community settings and resources to learn about work roles and work alternatives  5.2.6 Explore various work settings and work roles in the community  5.2.7 Explore various working conditions  (e.g. inside/outside, hazardous)  5.2.9 Demonstrate how your interests, knowledge, skills, beliefs and attitudes are transferable to various work roles |
| AREA A: PERSONAL MANAGEMENT | | |
| 2. Interact positively and effectively with others | 2.2 Develop abilities for building positive relationships in life (II) | 2.2.4 Explore personal management skills like life and work balance, time management, problem-solving, stress management, etc. |
| 3. Change and grow throughout life | 3.2 Learn to respond to change and growth (I) | 3.2.10 Re-examine your communication skills and adopt those that are truly effective in stressful situations |

Teachers’ notes: Career investigation

**Outcome**

Investigate options that can lead to career pathways in senior school.

**Rationale**

Students need to identify their interests and match these with career options to begin career planning and goal-setting.

**Task description**

Suggested level: Years 7 and 8, but also for Years 9 and 10. The activities are grouped for Years 7 and 8, and for Years 9 and 10, but teachers may use whatever activities best suit their students.

Through investigation, students should identify at least two types of work or occupations they may be interested in for future work roles. This will assist them in their decision-making about vocational pathways in senior school. This assignment may be completed over a period of time.

Teacher facilitates whole-class discussion of the assignment requirements.

**Years 7 and 8 activity**

1. Look at the index of jobs in the Job Guide, either in print or online at [www.jobguide.deewr.gov.au](http://jobguide.deewr.gov.au/)

2. Students choose five jobs that seem interesting or unusual to them. From those jobs selected, students choose one to talk about to the class/group.

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 on slips of paper the names of different jobs. The slips are put into a box and each student draws one out. Each student is then asked to think about the job written on the slip and write ten statements/clues which will help other students guess the job title. One student at a time can stand in front of the class and give the first clue, verbally or non- verbally. If the job title is not guessed within a reasonable time, a second clue is given.

5. If the clues involve stereotypes, i.e. people doing these jobs who do not fit the descriptions that students have used, a discussion could follow about the dangers of stereotyping.

6. Think of someone you know who has a job. Describe that person at work and what they might be doing now.

**Years 9 and 10 activity**

1. Using the school library, an excursion to the Career Information Centre and local employers, students work through the ‘Career investigation’ worksheet to complete their research.

2. Teacher introduces the ‘Peer assessment sheet’ and explains how students are to complete this exercise.

3. Students complete a ‘Peer assessment sheet’ for other students. This may be done in pairs or small groups.

**Extension activities**

* Update dictionary of terms in portfolios.
* Develop a handout of career-related terms and definitions for students to use.
* 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.
* Students place completed assignments in their personal portfolios.
* Students present their completed assignments as prepared talks. The ‘Peer assessment sheet’ may be used with this activity.

**Number of student worksheets for this Lesson Plan – 2**

* Career investigation
* Peer assessment sheet

**Suggested resources**

For Years 7 and 8

* Job Guide – in print or online at [www.jobguide.deewr.gov.au](http://jobguide.deewr.gov.au/)

For Years 9 and 10

* Copies of the Career investigation worksheet
* Copies of the Peer assessment worksheet
* School library booking and/or excursion to local Job Link Centre or Careers
* Reference Centre
* Job Guide – in print (Sections 1 and 6) or online at [www.jobguide.deewr.gov.au](http://jobguide.deewr.gov.au/)
* Job Outlook – [www.joboutlook.gov.au/Pages/default.aspx](http://joboutlook.gov.au/Pages/default.aspx)

This activity links to the Exploring step in [www.myfuture.edu.au](http://myfuture.edu.au/)

Student Worksheet 1: Career investigation

**Career investigation**

You are going to investigate careers and present your findings to the class.

Select two types of careers and present your findings as a written report or by using presentation software.

Base your report on the following headings:

• Description of the work, e.g. the type of tasks performed in the position, the products or service provided.

• The effect of technology, e.g. improving working conditions, productivity, creating or destroying certain work/positions – give examples.

• Working conditions and environment, e.g. location of work, safety requirements, special conditions (e.g. danger money), uniform and dress, indoor or outdoor work, trade unionism.

• The wages/salaries for that work, e.g. the range of wages or salaries, any special conditions for overtime work.

• The skills required for specific tasks within the work/career, e.g. direct skills such as working with your hands.

• Employability skills that apply to the work, e.g. leadership, communication, problem-solving.

• Education or training qualifications required for the work/occupation, e.g. TAFE/universities/apprenticeships, and any vocational programs available in senior school.

• Advantages and disadvantages of the work/occupation, e.g. good pay, long hours.

• Future prospects for the job. Is demand increasing or decreasing?

• Your own personal suitability for the work/occupation, e.g. do you think you are capable of doing this job? Why? What skills or competencies would you have to develop to have a good chance of getting into this job or career?

You will need to show that you have gathered material from a range of sources, e.g. interview, library, Career Information Centre and Job Services Australia provider.

Student Worksheet 2 Career investigation

**Peer assessment sheet**

Student name:

Assessment could be based on the following questions.

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| Is there a description of the work, e.g. type of tasks performed in the position, products or services provided? |  |
| Is the effect of technology explained and examples given, e.g improving working conditions or productivity, creating or destroying certain work/positions? |  |
| Are the working conditions and environment, e.g. location of work, safety requirements, special conditions (e.g. danger money), uniform and dress, indoor or outdoor work, trade unionism, described? |  |
| Are the wages/salaries for that work, e.g. range and any special conditions for overtime work, outlined? |  |
| Are the skills required for specific tasks within this work/occupation, e.g. direct skills working with your hands, identified? |  |
| Are the employability skills that apply to the work, e.g. leadership, communication and problem-solving, identified? |  |
| Are the education or training qualifications required for the work/occupation, e.g. TAFE/universities/apprenticeships/traineeships and vocational subjects available in Years 11 and 12, outlined? |  |
| Are the advantages and disadvantages of this work/occupation, e.g. long hours, good pay and bonuses, outlined? |  |
| Have you evaluated or judged your own personal suitability for this work, e.g. do you think you are capable of doing this job? Why? What skills or competencies would you have to develop to have a good chance of getting into this job or career? |  |
| Have you gathered material from a range of sources, e.g. personal interviews, library, Career Information Centre or Job Services Australia provider? |  |

Comments: