

UNIT 1: Careers and Learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects in order to engage in effective planning and decision-making. Students will investigate information relating to future employment, including entry level pathways, emerging industries, growth industries and trends, and evaluate the impact of pursuing employment in different industries. To improve planning and decision-making, students will reflect on the relationship between their personal skills and capabilities, their education and/or employment goals and their research, and apply strategies to communicate their findings.

Area of Study 1: Future careers

This area of study evaluates information relating to employment by considering the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. Students will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Suggested answers and/or additional instructions have been provided in this EduClick Teacher Resource for the following tasks:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Task 1 Class Career Competition | <input checked="" type="checkbox"/> Task 7 Rank Future Growth Industries |
| <input checked="" type="checkbox"/> Task 2 Your Myers-Briggs Personality | <input checked="" type="checkbox"/> Recap Questions 1 |
| <input checked="" type="checkbox"/> Task 5 Jeopardy Australian Jobs | <input checked="" type="checkbox"/> Recep Questions 2 |
| <input checked="" type="checkbox"/> Task 6 Analyse Employment Data | |

Area of Study 2: Presentation of career and education goals

This area of study enables students to consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will learn strategies for conducting research and presenting their research findings, as well as in seeking feedback on how to refine and improve their goals through self-reflection.

Suggested answers and/or additional instructions have been provided in this EduClick Teacher Resource for the following tasks:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Task 11 Capabilities Bingo | <input checked="" type="checkbox"/> Task 12 Maximising google research |
| <input checked="" type="checkbox"/> Recap Question 3 | <input checked="" type="checkbox"/> Recap question 4 |
| <input checked="" type="checkbox"/> Discussion spot 1.8 | |

TASK 2 YOUR MYERS-BRIGGS PERSONALITY



Let's investigate employment regions in Victoria.

Access the Labour Market Insight website by using the QR code or link provided.

<https://labourmarketinsights.gov.au/regions/employment-regions-jobactive/>



From the State drop down menu select Victoria. One at a time access each of the 12 regions and find the following data to enter into the table provided below. Then, complete the allocated questions.

Region	Three Suburbs/Towns that are part of the region	Unemployment rate (%)		Top three industries
		2017	2022	
Inner Metropolitan Melbourne	<ul style="list-style-type: none"> Port Melbourne St Kilda Surry Hills 	4.8%	4.3%	<ul style="list-style-type: none"> Professional, scientific and technical services Healthcare and Social assistance Education and training
Ballarat	<ul style="list-style-type: none"> Clunes Maryborough Daylesford 	4.5%	3.4%	<ul style="list-style-type: none"> Healthcare and Social assistance Construction Retail Trade
Barwon	<ul style="list-style-type: none"> Geelong Torquay Fairhaven 	5.7%	2.7%	<ul style="list-style-type: none"> Healthcare and Social assistance Construction Retail Trade
Gippsland	<ul style="list-style-type: none"> Traralgon Wonthaggi Bairnsdale 	7.5%	5.4%	<ul style="list-style-type: none"> Healthcare and Social assistance Retail Trade Agriculture, Forestry and Fishing

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TASK 4 JEOPARDY AUSTRALIAN JOBS



Time to play jeopardy and explore Australian Jobs.

Teacher instructions



Task Time – 45 to 60 minutes

Equipment needed



eduClick Student
Workbook &
Teacher Resource



Stopwatch or
timer



Pen, pencil or
highlighter



Prize – E.g: Small
chocolate

Instructions

Get students to form groups of 4 to 5 and sit together. They will need their workbooks and a pen, pencil or highlighter. Ask teams to come up with a team name and create a tally on the board to keep track of their points.

Each team will have a go at answering questions one at a time so to order the groups and get started ask them to think of a number between 1 and 100. Then, based on how close they are to 37 (or any number you choose) order them.

One at a time groups will select a category and points amount. For example, “State by State for 400”. Then, ask them the corresponding question for the category and points amount from this Teacher Resource. Once you have asked the question, start the timer. Groups have 30 seconds to confer before answering the questions. You will need to time them using a stopwatch or timer.

Once they have given their response, check the answer:

- If they are **right**, tell them they are correct and allocate them the corresponding points which you will need to add to their tally on the board. They will then get another turn to select a category and points.
- If they are **wrong**, do not give away the answer, pass the same question onto the next team to have a go at.

There is only one question for each category and points amount. You and the students will need to keep track of which questions have been asked and cross them off on the Jeopardy Table provided.

The team with the most points at the end of the game wins!

Once the game is complete, write the allocated questions on the board for students to copy and answer. The questions have not been written in the student workbook as they would give away answers in the game.

By Industry

100

What is the top employment industry in Australia?

- a) Construction
- b) Education and Training
- c) Retail Trade
- d) Healthcare and Social Assistance

ANSWER: d) Healthcare and Social Assistance - 1,685,100

200

What is the most populated employment industry for young people aged 15 to 24?

- a) Accommodation and food services
- b) Construction
- c) Retail Trade
- d) Mining

ANSWER: c) Retail Trade - Around 410,000

300

What was Australia's biggest employment industry in 1988?

- a) Agriculture, Forestry and Fishing
- b) Manufacturing
- c) Healthcare and Social Assistance
- d) Construction

ANSWER: b) Manufacturing - 15% (dropped to 8% in 2018)

400

What percentage of females work in the Health and Social Assistance industry?

- a) 79%
- b) 95%
- c) 27%
- d) 51%

ANSWER: a) 79%

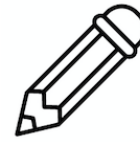
500

Which industry has the highest number of employees with no post-school qualification?

- a) Mining
- b) Accommodation and food services
- c) Construction
- d) Retail Trade

ANSWER: b) Accommodation and food services - 55%

TASK 5 RANK FUTURE GROWTH INDUSTRIES



Access the Labour Markets Insights website through the QR Code provided or through www.labourmarketinsights.gov.au.

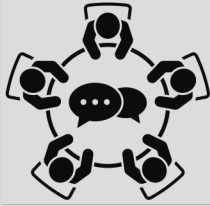


Click onto the “Industries” link/tab on the homepage.

Then one at a time select each of the 19 industries. Take note of the predicted future growth of the industry and rank them in the table below.

Rank		Industry	Future Growth %
1st		Accommodation and Food Services	16.8%
7th		Administrative and Support services	8.2%
16th		Agriculture, Forestry and Fishing	1.2%
5th		Art and Recreation Services	8.8%
10th		Construction	6.8%
4th		Education and Training	10.8%
8th		Electricity, Gas, Water and Waste Services	7.6%
12th		Financial and Insurance Services	5.9%
2nd		Health Care and Social Assistance	14.2%
19th		Information Media and Telecommunications	-3.9%
18th		Manufacturing	-0.7%
6th		Mining	8.3%
15th		Other Services	1.9%

Continued...

Answers:

Discussion spot 1.8



Below are listed the top 10 “How to...” questions Googled by Australian in 2021. In competition with your class see who can rank them correctly from 1st to 10th place.

Your Ranking	How to...
2 nd	How to tie a tie
5 th	How to watch the Olympics Australia
9 th	How to book Pfizer vaccine
4 th	How to buy dogecoin
1 st	How to get vaccination certificate
10 th	Million dollar vax how to enter
8 th	How to link medicare to mygov
3 rd	How to deliver uber eats
6 th	How to book a COVID vaccine
7 th	How to watch euro 2021 in Australia

Now, see if you can rank the most Googled questions in 2021 worldwide.

Your Ranking	Worldwide questions
4 th	What is my ip address
9 th	Where am I
5 th	How many ounces in a cup
10 th	How to lose weight fast
2 nd	Where's my refund
1 st	What to watch
8 th	How to screenshot on mac
7 th	How I met your mother
3 rd	How do you like that
6 th	What time is it

UNIT 2: Workplace Skills and Capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

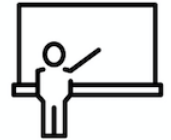
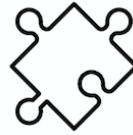
Area of Study 1: Skills and capabilities for employment and further education

This area of study considers the changing nature of work and the impact this has on future career pathways. In this outcome, student distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They are able to recognise how personal capabilities contribute to future success and demonstrate their own skills, capabilities and attribute through artefacts and evidence.

Suggested answers and/or additional instructions have been provided in this EduClick Teacher Resource for the following tasks:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Task 1 Guess the occupation | <input checked="" type="checkbox"/> Task 11 Spoon the rainbow |
| <input checked="" type="checkbox"/> Task 3 Categorise the broad skills | <input checked="" type="checkbox"/> Recep Questions 2 |
| <input checked="" type="checkbox"/> Recap Questions 1 | <input checked="" type="checkbox"/> Discussion spot 2.9 |
| <input checked="" type="checkbox"/> Task 6 How well can you communicate? | <input checked="" type="checkbox"/> Task 14 Mindset lucky dip |
| <input checked="" type="checkbox"/> Task 7 The story of an active listener | <input checked="" type="checkbox"/> Discussion spot 2.11 |
| <input checked="" type="checkbox"/> Task 8 Feel'in those emojis | <input checked="" type="checkbox"/> Task 18 Let's revise & categorise |
| <input checked="" type="checkbox"/> Task 9 Taboo – Guess the emotion? | <input checked="" type="checkbox"/> Recap Questions 3 |
| <input checked="" type="checkbox"/> Task 10 A.B.C Easy as 1,2,3! | |

TASK 1 GUESS THAT OCCUPATION



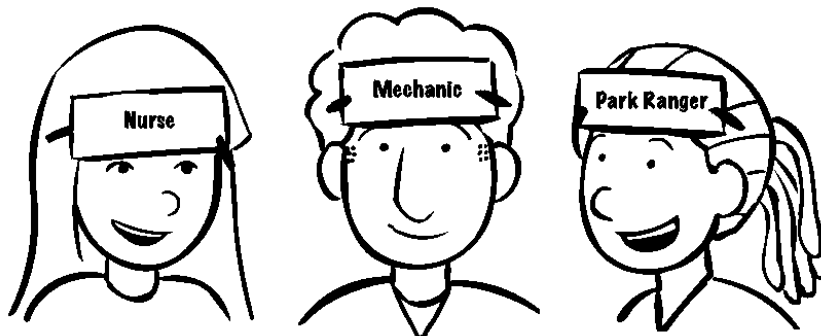
This is a whole class game that requires everyone to participate. This game is like celebrity heads which students may be familiar with, however, in this game they need to ask questions to guess a specific occupation.

To begin the game as for a volunteer or nominate a student to start off the first round. Choose a specific occupation from the stickers provided in your EduClick Teacher Toolkit. Place it on the student's forehead without the student seeing what it written on it. Only the class is to see the occupation.

The student wearing the sticker will then have to ask questions that only require a yes or no response from the class to attempt to guess the occupation on their forehead. You can only ask 7 questions before you have to guess what the occupation might be.

Questions students could ask may include:

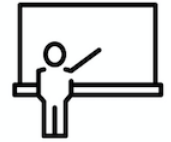
- Do you wear a uniform?
- Do I work with people?
- Do I work in an office?
- Do I travel for my job?
- Do I work on weekends?
- Do I work outdoors?
- Do I work with children?
- Do I need a university qualification for this occupation?



Specific occupations listed on the stickers provided include:

- | | | |
|-----------------|---------------------|--------------------|
| • Lawyer | • Landscaper | • Firefighter |
| • Actor/Actress | • Childcare Worker | • Nurse |
| • Teacher | • Hairdresser | • Lifeguard |
| • Sports Coach | • DJ | • Salesperson |
| • Optometrist | • Interior Designer | • Veterinarian |
| • Accountant | • Electrician | • Personal Trainer |
| • Florist | • Nail Technician | • Nutritionist |
| • Barista | • Pharmacist | • Psychologist |

TASK 3 CATEGORISE THE BROAD SKILLS

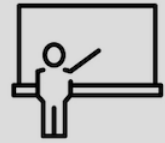


Categorise each of the following broad skills into one of the five categories by placing a tick in the corresponding box. Some skills may be a combination of categories.

Broad skills	Communication	Interpersonal Skills	Leadership and	Planning and Research	Everyday Skills
1. Identify and solving problems				✓	
2. Dealing with conflict	✓	✓			
3. Creating ideas				✓	
4. Being punctual					✓
5. Coaching			✓		
6. Setting goals			✓	✓	
7. Gathering information				✓	
8. Managing time					✓
9. Negotiating	✓				
10. Managing groups			✓		
11. Facilitating group discussions	✓		✓		
12. Motivating others		✓	✓		
13. Respectfully delegating tasks		✓	✓		
14. Providing constructive feedback	✓		✓		
15. Listening	✓	✓			
16. Accepting responsibility					✓
17. Writing in a clear and concise manner	✓				

Sample responses:

Discussion spot 2.9



Have a go at re-framing each of these comments to make them more positive, adopting a growth mindset.

1. It didn't work.

What else can I try?

2. Other people are so much better at this than me.

I will learn from them.

3. I made a mistake.

Mistakes help me to learn.

4. It's good enough.

Is this really my best work?

5. I can't make it better.

I can always improve so I'll keep trying.

6. This is too hard.

This may take some time and that's okay.

7. I'm awesome at this.

I'm on the right track.

8. This is too easy.

How can I make it more challenging?

9. I'm useless at maths.

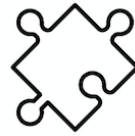
If I practice my Maths will improve.

10. It's embarrassing when I make a mistake.

Everyone makes mistakes and mistakes are an opportunity to learn.

Continued...

TASK 11 SPOON THE RAINBOW



Today students will be participating in a teamwork activity – Spoon the rainbow! To complete today's activity, you will need to plan, strategise, communicate and work together.

To conduct this activity, you will need:

- A packet of original skittles (red packaging) – Provided in EduClick Teacher Tool Kit
- Plastic spoons, one per student – Provided in EduClick Teacher Tool Kit
- Plastic cups, two per team – Provided in EduClick Teacher Tool Kit
- A stopwatch or phone to time the activity.

The aim of the activity is for students to work together to transfer as many skittles as they can from one cup to another in a 10-minute period, using only their spoons. Each skittle is worth a certain number of points, based on its colour. The group with the most points at the end of the 10-minutes wins.

Once students have finished the activity, they should complete the allocated questions.

Teacher instructions



Task Time – 45 to 60 minutes

To set up the activity:

1. Move desks and chairs against the walls of the classroom so that you have enough space to complete the activity.
2. Students should be divided into teams of 5 or 6.
3. Students are to line up and begin the task standing about arms width apart. Each student should be given a plastic spoon.
4. A desk or chair should be set up at each end of the line. At one end a cup should sit on the desk or chair filled with skittles. At the other end an empty cup.

