

**DESIGN MY CAREER**

# **CAREERS IN THE OUTDOORS**

MY CAREER DISCOVERY AND EXPLORATION

## **TEACHER BOOKLET YEAR 11 & 12**

## MY CAREER DISCOVERY AND EXPLORATION YEAR 11 & 12 LESSON THREE

Name of lesson	Year 11/12, Lesson Plan 1
<b>Learning Intention:</b>	The lesson's purpose is for students to identify and action the next steps on their career journey. Students will use knowledge to establish their post-school direction and at least one possible career choice. Students should identify the skills and abilities they have acquired through activities and experiences in school and their community to examine their career goals critically and have sound knowledge of the requirements for their planned further education, training, or employment choices. They need to be aware of alternative pathways to achieve their preferred future and prepare at least one optional career choice.
<b>Learning Outcome:</b>	Students can use previous knowledge to establish short- and long-term goals Students critically examine a range of career opportunities Students research requirements of further education, training, or employment choices
<b>Success Criteria:</b>	I plan short- and long-term goals for my career I research the varying requirements of further education, training, or employment choices I complete thorough research on a range of outdoor career types
<b>Stages of the Career Curriculum Framework:</b>	There are six steps in a young person's acquisition of skills for career development. These form the structure of the framework. This lesson plan will focus on discovering and exploring.  I decide ( <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr11decide.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr11decide.aspx</a> )  I plan ( <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr12apply.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr12apply.aspx</a> )
<b>Career education level (Careers Curriculum Framework):</b>	<b>Year 11</b> The focus for year 11 students is confirming and managing their career action plan. They need to ensure that it reflects their current personal profile, including skills, abilities, attitudes, and academic performance. Year 11 students need to explore and consolidate their knowledge of the labour market and the further education and training requirements they need for their future career planning.  Students use their career action plan to confirm their current self-knowledge. They need to use this knowledge to establish their post-school direction and at least one possible career choice. Students should be able to identify the skills and abilities they have acquired through activities and experiences in school and their community, including paid and unpaid work or volunteering. Year 11 students should be able to identify the transferability of their skills and abilities to future career choices.  Students at this year level apply their decision-making and problem-solving skills to their post-secondary education and training or employment aspirations. Through a review of their previous career action plan, students will critically reflect on the strategies they implemented to achieve their goals, examining reasons for successes and setbacks. Students apply this knowledge to revisit and fine-tune their current career action plan for further study, training, or work options. Students prepare a résumé to reflect their deeper understanding of their career learning.

## MY CAREER DISCOVERY AND EXPLORATION YEAR 11 & 12 LESSON TWO CONT.

<b>Name of lesson</b>	<b>Year 11/12, Lesson Plan 1</b>
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**Career education level (Careers Curriculum Framework):**

In developing their career action plan, students demonstrate that they are aware of a range of career resources, including those available online, and identify allies who may support them in achieving their goals. Through effective use of career development resources, students exhibit skills that indicate the degree to which they can self-manage their career planning.

**Year 12**

Year 12 students need to be able to critically examine their career goals and have sound knowledge of the requirements for their planned further education, training, or employment choices. They need to be aware of alternative pathways to achieve their preferred future and prepare at least one optional career choice.

Students at this stage will need to tailor their career action plan to their needs. For those students choosing to progress to further education, their career action plan will focus on short-term goals that address selection requirements and processes. For those young people who intend to enter the workforce either for employment or training, including those deferring, the focus is on developing the skills and materials to seek employment, including updating their résumé and preparing for job interviews.

In developing their career action plan, students will focus on the strategic steps to achieving their pathway plan with emphasis on the academic, financial, and individual demands of their goals. The students should be able to identify and document experiences and activities that demonstrate their skills, abilities, and attributes. Students should be capable of effectively using a range of career resources and be making effective use of their allies.

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<b>Assessment:</b>	Students complete the student activity booklet
<b>Prior knowledge / skills / concepts:</b>	None required
<b>Equipment &amp; resources required:</b>	Hardcopy handouts Computer & internet access Pen / pencil
<b>Lesson duration:</b>	1 Lesson Period

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**Lesson Description:** **Activity One: Career Awareness tool**

The first activity is going to introduce students to Outdoors Victoria's career awareness tool. This tool has been created by interviewing more than 100 people that have spent their career in the outdoors across six broad categories. These categories include educators, outdoor activity and recreation providers, program officers (at camps), programs and logistics managers and team leaders, bush adventure therapists, state activity peaks, clubs, and community groups. Students will navigate to the following website:

[www.outdoorsvictoria.org.au/careerawareness](http://www.outdoorsvictoria.org.au/careerawareness)

Located on this website is a web tool that students will answer a range of questions (like an aptitude test); these questions will include self-identifying traits, values, history, goals, and work hours, to name a few. Once submitted, the tool will provide information to students on what career out of the six provided may be of interest to them based on their answers

## MY CAREER DISCOVERY AND EXPLORATION YEAR 11 & 12 LESSON TWO CONT.

Name of lesson

Year 11/12, Lesson Plan 1

### Lesson Description:

#### Activity One: Career Awareness tool

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#### Activity Two: A Day in the Life

Throughout the journey to discovering new career opportunities, students must hear from people who are currently within this career, the good and the bad, the rewarding aspects, and what the job indeed looks like.

Located on the Outdoors Victoria website at [www.outdoorsvictoria.org.au/careers](http://www.outdoorsvictoria.org.au/careers) is six small interviews spread across the six areas. Have students watch each of these and answer the following question sheet. In the end, conduct a class discussion on what students learned from the video

#### Activity Three: Career alignment

Either through the webtool or the posters and videos, the students have chosen or been provided with a career that potentially aligns with them or interests them further. For many students, without prompting, this is as far as they will come on this journey and will often miss the next step; therefore, this activity is translating this potential interest/alignment into tangible action.

Within this activity, students will research the next steps between finishing secondary school and starting a career in the selected outdoor career field. This will require some students to investigate the VCAT requirements and choose a university that offers this program; for other students, it may be looking at volunteer hours to gain a greater understanding of the role and the next steps. Have students work through the following worksheet to take the next step.

#### Activity Four: Goals

Over the next two years, students will be required to do countless things depending on their potential career choice. This activity provides students with some structure to think about a range of short- and long-term goals relating to the next steps on their career journey.

A short-term example may include contacting "\_\_\_ University that has an Outdoor Education program to find out when the next open day is" or a long-term goal of "drafting application letters describing your passion for the outdoors." Students will set a range of goals and provide steps to how they could work through these.

## MY CAREER DISCOVERY AND EXPLORATION YEAR 11 & 12 LESSON TWO CONT.

### Name of lesson

Year 11/12, Lesson Plan 1

### Teacher notes & advice:

This module presents a series of five activities to learn more about the career opportunities within the outdoor field. If you have any questions, please email [outdoorlearning@outdoorsvictoria.org.au](mailto:outdoorlearning@outdoorsvictoria.org.au), and we will be happy to help.

### Teacher Advice from DET for Career Education in VCE:

(Advice was taken directly from Career Education framework on [education.vic.gov.au](http://education.vic.gov.au) - when preparing to implement the framework, teachers must reflect on the following questions:

1. Do I have students from diverse backgrounds? If so, am I coordinating with their families, support agencies and their communities?
2. Do I have any Koorie students? If so, am I coordinating effectively with Koorie education support officers, Koorie transition officers, Koorie families and the Koorie community?
3. How do my own attitudes affect the way I assist students with their career goals/planning?
4. Do I have high enough expectations of all my students in relation to their career planning?

### Parent/Carer participation:

Please encourage students to take their poster handout home and discuss it with their parents.

**ACTIVITY WORKSHEET PRINTOUTS ON THE FOLLOWING PAGES**

## ACTIVITY 2: A DAY IN THE LIFE

Video interviews showing you a day in the life of a career in the outdoors.

After watching the six videos, do you feel your previously matched career is the best fit for you? Or has this now changed?

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Do you think a career in the outdoors is a realistic career choice? If not, why?

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What was one thing mentioned that stood out to you in the videos?

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Earlier you were assigned a career that may be of interest to you. After watching the videos, rank the 6 careers in order from most interesting to least interesting to you. Explain why.

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## ACTIVITY 3: CAREER ALIGNMENT

What's next after high school?

How do you undertake the required training to start a career in this selected field? What level? (e.g. Bachelors, Masters, Cert III/IV, Traineeship, etc.)

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Who offers the required training?

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What are the requirements to gain entry? (ATAR score, portfolio interview, on-site assessment, prerequisite classes, etc.)

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Next steps - Imagine you have fulfilled the requirements to gain entry to this career field, and you are now looking for a job after training/study. (if it was required) Look online and find an advertised job in this career. What are the requirements for applying to this job? What skills must you have?

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## ACTIVITY 4: GOALS

Long-term goals require a series of short-term goals to be completed first. Depending on your ultimate goal, short-term goals may take a few months to several years to complete. Looking at what is necessary to achieve, your long-term goals put short-term goals into perspective. For example, you cannot become a registered nurse (long-term goal) without first taking the classes, and meeting the requirements to get into a program (short-term goals).

Write out 3 concise long-term goals that would assist you in achieving your long-term career goal.

Long-term goal:

Short-term goal:

Short-term goal:

What are you doing to achieve this goal?

Long-term goal:

Short-term goal:

Short-term goal:

What are you doing to achieve this goal?

Long-term goal:

Short-term goal:

Short-term goal:

What are you doing to achieve this goal?

What are you done in the last two weeks towards attaining your goal?

What actions can you take in the next two weeks toward attaining your goals?

### Questions to ask yourself when setting your goals:

1. Is the goal achievable?
  - a. Can I accomplish my goal in the time I have?
  - b. Does achieving this goal depend only on me and not other outside influences?
2. Do I believe I can achieve this goal?
  - a. Are my skills and abilities equal to achieving this goal?
3. How will I know when I have achieved my goal?
4. Do I really want to do what it takes to achieve my goal?
  - a. Is the goal one that truly interests me?
5. Am I motivated to pursue my goal?
  - a. Do I have a support system? (e.g. Family, friends, teachers, etc.)
  - b. Have I set up a timeline toward my goal?
  - c. What will I gain from achieving my goal?