

**DESIGN MY CAREER**

# **CAREERS IN THE OUTDOORS**

MY CAREER DISCOVERY AND EXPLORATION

## **TEACHER BOOKLET YEAR 9/10**

## MY CAREER DISCOVERY AND EXPLORATION YEAR 9 /10 LESSON TWO

| Name of lesson  | Year 9/10, Lesson Plan 1  |
|---|---|
| <b>Learning Intention:</b>                                    | The lesson's purpose is for students to look at their personal attributes and effective communication skills and the connection between this and future life and work roles. Students will then plan their pathway to achieve broad career goals that offer a range of options. Students use their increased self-knowledge and deeper understanding of education and training requirements to inform these decisions.  |
| <b>Learning Outcome:</b>                                      | Students can draw connections between personal attributes and future careers<br>Students connect theoretical materials to practical outcomes<br>Students research a range of careers in the outdoor opportunities   |
| <b>Success Criteria:</b>                                      | I undertake the career tool using answers that reflect my beliefs and values<br>I complete thorough research on a range of outdoor career types<br>I look at the requirements of future career choices<br>I investigate work opportunities within the outdoor career field  |
| <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.<br><br>I focus<br>( <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr9focus.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr9focus.aspx</a> )<br><br>I plan<br>( <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr10plan.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr10plan.aspx</a> )   |
| <b>Mapping the Victorian Curriculum F -10:</b>                | Challenge previously held assumptions and create new links, proposals, and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions(VCCCTQ045)<br><br>Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPCSE044)<br><br>Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)  |
| <b>Career education level (Careers Curriculum Framework):</b> | <b>Year 9</b><br>Year 9 students focus on the contribution that personal attributes and effective communication skills make to their future life and work roles.<br><br>Students participate in activities that highlight the skills needed to gain and maintain employment, such as mock interviews and online applications.<br><br>Students examine the changes that have taken place in the workplace over a period of time and apply their knowledge to consider the nature of change on their planning for their preferred future.<br><br>In their career action plan, students apply their knowledge of their personal attributes and reflect on possible future pathways taking into consideration education and training requirements and the impact of change. |

## MY CAREER DISCOVERY AND EXPLORATION YEAR 9 /10 LESSON TWO CONT.

|   |  |
|---|--|
| <b>Name of lesson</b>   | <b>Year 9/10, Lesson Plan 1</b>  |
| <b>Career education level (Careers Curriculum Framework):</b> | <b>Year 10</b><br><p>Year 10 students focus on planning their pathway to achieve broad career goals that offer a range of options. Students use their increased self-knowledge and deeper understanding of education and training requirements to inform these decisions.</p> <p>Students investigate national and global economic, social, technological, and environment changes on the type and availability of work and examine the trends that may impact on their chosen career pathway. They focus on the need to be flexible and the importance of networks to create and make opportunities.</p> <p>In their career action plan, students identify their preferred future pathway and explore a range of scenarios that will provide optional pathways.</p> |
| <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<br>Computer & internet access<br>Pen / pencil  |
| <b>Lesson duration:</b>                                       | 1 Lesson Period  |

### 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

#### Activity Two: Taking the next step

Students will have completed the career awareness tool; within this activity, students will start investigating these findings further. Have students group with other students who were put in the same career (there may be some career groups bigger than others, so you may need to break up larger groups).

Within these groups, have students write down answers to the questions and discuss as a group. Have students report back to the broader group after the activity so all students can gain a greater understanding of each career path.

## MY CAREER DISCOVERY AND EXPLORATION YEAR 9 /10 LESSON TWO CONT.

Name of lesson

Year 9/10, Lesson Plan 1

### Activity Three: 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 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 Four: VCAT

Year 9 and Year 10 are critical periods for students when looking at career options; this is especially true due to the VCAT requirements placed on many different career opportunities.

Within this activity, students are going to break into groups (across the six different areas). Have students complete the following worksheet regarding VCAT and ATAR requirements for their specific careers.

### Activity 5: Volunteer Experience for work experience

During these two years (Year 9 and Year 10), students will undertake some form of work experience to understand better what career may interest them and tailor future VCAT choices, etc.

Based on the information gained from today's session through the webtool, posters, videos, and research, have students undertake the following worksheet identifying work experience opportunities that exist within their choice of the six careers. At completion, have a classroom discussion.

### 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 Year 9 and 10:

(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:

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: FURTHER INVESTIGATION

How do I become a ... ?

Why do you believe this career was shown to you?

---

---

---

---

---

---

Do you think this career is an option that interests you?

---

---

---

---

---

---

What are 3 example jobs that fall under this career?

---

---

---

---

---

---

---

As a group, write down a summary of what this career involves and report back to the class.

---

---

---

---

---

---

---

## ACTIVITY 3: 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?

---

---

---

---

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

---

---

---

---

---

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

---

---

---

---

---

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.

---

---

---

---

---

---

## ACTIVITY 4: VCAT

Are there requirements for further education?

Does this job require any qualifications? If so, what are they?

---

---

---

---

---

How do you obtain these qualifications? (e.g. Higher Education, workplace training?)

---

---

---

---

---

Does the education pathway require anything relating back to your current schooling? (e.g. minimum ATAR score, pre requisite classes, etc)

---

---

---

---

If you were to plan the next 3 years to get to this career, what subjects for VCE would need to be taken?

---

---

---

---

---

---

## ACTIVITY 5: VOLUNTEER & WORK EXPERIENCE

Investigate work experience opportunities.

What work experience opportunities are available for your chosen outdoor career?

---

---

---

---

---

What does this work experience involve?

---

---

---

---

---

What do you need to do to arrange this work experience opportunity?

---

---

---

---

---