

# ASPIRE Teachers' Toolkit

Never Stand Still

YEAR 9



 ASPIRE

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## Jobs Galore!

Length of Session: 1 hour

### Session Aims

- Increase student knowledge of the wide range of career choices available
- Promote student understanding of Higher Education (HE) study requirements
- Increase student motivation to enter HE by learning how it can be used as a pathway to a range of careers

### Session Overview

Students brainstorm the job opportunities associated with a range of industries. They then choose a career they are interested in and conduct some research into the skills and educational qualifications required. To conclude, students present their findings to the class.

### Quality Teaching Focus Elements

|                              |                           |                    |                       |                       |                           |                           |
|------------------------------|---------------------------|--------------------|-----------------------|-----------------------|---------------------------|---------------------------|
| Intellectual Quality         | Deep Knowledge            | Deep Understanding | Problematic Knowledge | Higher-Order Thinking | Metalanguage              | Substantive Communication |
| Quality Learning Environment | Explicit Quality Criteria | Engagement         | High Expectations     | Social Support        | Students' Self-Regulation | Student Direction         |
| Significance                 | Background Knowledge      | Cultural Knowledge | Knowledge Integration | Inclusivity           | Connectedness             | Narrative                 |

### Australian Curriculum Content Descriptions

- **ACELY1743** Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension
- **ACELY1811** Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch and pace, and using elements such as music and sound effects
- **ACWSCL014** Source career information and resources
- **ACWSCL006** Investigate a wide range of occupations, and the skills and personal qualities required in these fields

### NSW Syllabus Outcomes

- **EN5-2A** Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- **EN5-4B** Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- **EN5-9E** Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness
- **PDHPE 5.13** Adapts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives

### ABCD Framework Competencies

- **ABCD4.2** Link lifelong learning to personal career aspirations
- **ABCD5.2** Locate and use career information
- **ABCD8.2** Link decision making to career building

## Activities

## Part One - 20 minutes

- Tell students that in this session, they are going to explore possible career and study options. Ask students:
  - » Does anyone know what type of job they would like to do?
  - » Has anyone considered university?
  - » What do you know about university?
- You may wish to show students some of the videos found in the 'What's so great about university?' section of the toolkit.
- Put students into five groups and give each group one of the Industry Cards, some butcher's paper and markers. Ask students to think of ANY job associated with the card that they have. You can use the cheat sheet to help you to prompt them. Students record their ideas on butcher's paper. You may like to create a competition, challenging students to see which group can think of the most jobs.
- Ask groups to share their job list with the class and reflect upon the vast number of career choices associated with any given industry.

## Resources

- Industry Cards
- Industry Cards Cheat Sheet
- Butcher's paper
- Markers
- Various videos found in the 'What's so great about university?' section of the toolkit (optional).

## Activities

## Part Two - 30 minutes

- Ask students to think about all the jobs they have brainstormed and select one or two that they are interested in learning more about. Place students who have similar career interests together in groups and ask them to work together using laptops, iPads or computers to conduct some research. You may wish to use the Research Your Career worksheet to give students some structure.
- Even if a student's chosen job does not directly require them to have a university education, they may still wish to research university courses that would be helpful in providing them with the knowledge and skills to excel in their chosen industry. Some students may be interested in pursuing a professional sporting career and may not have considered looking into higher education. Explain that professional sports careers usually only last a few years because you have to be very fit. Often clubs encourage players to have a 'fall back plan' and look into options beyond their playing career. Encourage students to conduct some research into the educational background of the professional players of particular sports they are interested in and choose an additional career they can research an academic pathway to. You may wish to refer students to the NRL Academic Team of the Year (see link in Resources column).

## Resources

- Laptops/iPads or computers
- Research Your Career worksheet
- Use of the following websites:
  - » <http://www.joboutlook.gov.au>
  - » <http://www.gooduniversitiesguide.com.au/>
  - » <http://www.seek.com.au>
  - » <http://www.payscale.com/index/AU/Job>
  - » <http://www.uac.edu.au/undergraduate/>
  - » <http://www.nrl.com/nrl-community-and-player-education-award-winners/tabid/10871/newsid/90326/default.aspx>

## Activities

## Part Three - 10 minutes

- Ask students to report back and share their findings with the class. Encourage questions and discussion about different jobs and pathways to university.

## Resources

N/A