

# Unit plan

## Post-school options: Work-discovery

You will be able to download and print out any student worksheets.

Each PLAN section will include links to the relevant part of the [myWAY Employability](#) website.

For further information on appropriate adjustments to meet the learning needs of your students, see the [Teacher notes: Teaching to diversity using myWAY Educator](#).

### Learning objectives and activities to achieve these: **Work-discovery**

Objectives	Activities Activity duration are approximate times only	Lesson elements
<b>Lesson One: Explore Training Pathways</b>		
Students will learn relevant vocabulary	<b>1. Pre-teach vocabulary</b>	Pre-teach vocabulary using the glossary activities (if required). <i>This may need to be repeated for as a small group activity for those students who require this.</i>
	<b>2. Remind students of myWAY Employability quiz results</b>	Prior to this lesson it is recommended that students complete the <i>myWAY Employability</i> quizzes (see <a href="#">Post-school options: Self-discovery</a> practice). If they are yet to complete these, please complete that unit first. <ul style="list-style-type: none"> <li>Remind students of their results from the quiz. This will help align their research with vocations that interest them.</li> </ul>
Students will identify their preferences and important considerations when choosing a career	<b>3. Introduction to training pathways</b>  20-30 minutes approx.	Facilitate the following whole-class activity.  <b>Whole-class activity</b> <b>Jigsaw learning:</b> Divide the class into groups of three. Each group receives at least one of the guides and articles to answer a series of questions. They will report back to the class what they have learnt and any other interesting thoughts: <ul style="list-style-type: none"> <li>Australian Government <a href="#">Beyond School Study Guide</a></li> <li>myWAY Employability article: <a href="#">Studying at university and TAFE</a></li> <li>myWAY Employability article: <a href="#">Pathways for formal study and training after school</a></li> </ul>

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		<p><b>Questions for the groups to consider</b></p> <p>Each group nominates a scribe, a reader, and a speaker for the activity. Students can consider:</p> <ul style="list-style-type: none"> <li>• What are the features of university?</li> <li>• What are the features of TAFE?</li> <li>• What do I need to know about transitioning to uni or TAFE?</li> <li>• Does the career I'm interested in require uni study, TAFE study, or other experiences?</li> <li>• Other interesting facts on training pathways.</li> </ul> <p>Each group speaker will then take turns to share with the class what their findings were.</p> <p>Write the key concepts and ideas on the board or paper for students to refer to later.</p>
<p>Students will research training pathway options pertinent to their career of interest</p>	<p><b>4. Explore options</b></p> <p>10-15 minutes approx.</p>	<p><b>Exploring training pathway options</b></p> <p>Students will then spend individual time researching <a href="#">Career Bullseyes</a> for their career of interest, and will take notes on options they would like to research further.</p> <p>Students can then find training pathways that link to these roles, and can search for universities or TAFE sites nearby that offer these courses.</p> <p>Students may like to refer to the notes about TAFE and uni from the previous activity as they explore the pathway options.</p>
<p>Prepare for the Training Pathways Forum event (optional whole-term activity)</p>		<p>Once students have completed the Career Bullseyes activity above, decide if you would like to invite speakers (either former students or external speakers) to discuss their training pathways and careers. Further resources to support this Training Pathways Forum activity are available within this practice.</p>

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<b>Lesson Two: Explore Work Experience</b>		
Students understand how work experience helps them determine their career pathway	<p><b>1. Introduce work experience</b></p> <p>20-30 minutes approx.</p> <p><b>Teaching Summary:</b> <i>Work experience is about testing out whether or not you might like a career or not. It's like 'try before you buy' for a career. Some students might complete work experience only to find they are no longer interested in a particular career.</i></p> <p><b>2. Preparing and undertaking work experience and internships</b></p> <p><b>Work experience journal resource</b></p>	<p>Students will draft a letter to a company, workplace, or person they know to request the opportunity to complete work experience there. This will be written like a letter of consideration or job application.</p> <p>Students will need to consider the following:</p> <ul style="list-style-type: none"> <li>• Benefits to the employer for taking on a work experience student</li> <li>• Specific skills the student can offer</li> <li>• Why the student particularly wants to have work experience at this place</li> </ul> <p><b>Resource:</b> <a href="#">Creating a job application</a></p> <p>If students are unsure where to start for work experience opportunities, this <i>myWAY Employability</i> article on <a href="#">undertaking work experience and internships</a> has several useful links.</p> <p>Students complete scaffolded cloze activities to support their understanding of the following myWAY Employability articles:</p> <ul style="list-style-type: none"> <li>• <a href="#">Preparing for work experience and internships</a></li> <li>• <a href="#">Undertaking work experience and internships</a></li> </ul> <p>Two scaffolded versions of a work-experience <i>Journal writing</i> worksheet are included.</p>
Introduce students to Rights and responsibilities at work and Giving and receiving feedback at work		<p>Introduce the articles:</p> <ul style="list-style-type: none"> <li>• <a href="#">Rights and responsibilities at work</a></li> <li>• <a href="#">Giving and receiving feedback at work</a></li> </ul> <p>As a class brainstorm discuss the key ideas and write these on the board.</p>
Students will roleplay common work experiences	<p><b>3. Roleplays</b></p> <p>10–15 minutes approx.</p>	<p>Depending on your students' skills and time allowed for this activity, choose one of the following:</p> <ul style="list-style-type: none"> <li>• Show peer-modelling work experience role-play videos from the Plan section.</li> <li>• Offer students several scenarios that they must role-play (either in pairs or in front of the class).</li> </ul> <p>Suggested additional scenarios can include:</p> <ul style="list-style-type: none"> <li>• You are a work experience student and are running late for your first day.</li> <li>• You are receiving feedback on how you are going on work experience from your workplace key contact person.</li> <li>• You don't understand something that you are supposed to do on your work experience.</li> </ul> <p>Students can reflect on and discuss each of these scenarios with their partner or the rest of the class.</p>

Objectives	Activities <small>Activity duration are approximate times only</small>	Lesson elements
<b>Lesson Three: Workplace Safety</b>		
Students begin to understand how workplace safety affects their job	<p>1. Complete workplace safety glossary worksheet</p> <p>15-20 minutes</p>	Students revisit the glossary activities and complete the questions in the worksheet.
Students understand what safety equipment is required and what to do when feeling unsafe.	<p>2. Complete workplace safety student worksheet</p> <p>10-15 minutes*</p>	<p>Students will use the internet to search for the appropriate PPE for a range of professions. They will also consider a scenario where a work experience student feels uncomfortable, and brainstorm appropriate responses.</p> <p>[*NB: this topic can elicit a lot of discussion; it's important that students know who they can go to and how to deal with it if uncomfortable situations arise].</p>