

Careers Exploration for Country Kids

10 Learning Activities for Middle Years Students to Kickstart Career Planning



NCSEHE
National Centre for Student
Equity in Higher Education



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Introduction



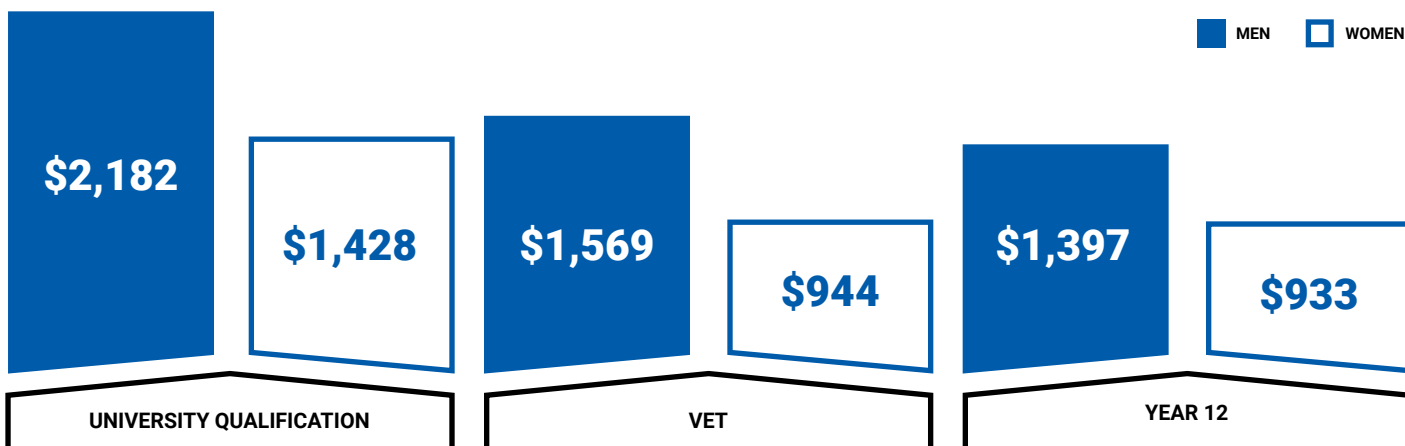
“Why do I have to go to school?”

is a familiar question heard by teachers across Australia. Students are asking for direction and purpose in their education; yet we cannot expect them to appreciate the value of education to their long-term success without first exposing them to the breadth of career opportunities education affords them after secondary school. For students in regional and remote areas of Australia ('country kids'), illuminating career pathways and planning is even more critical. Students in regional, rural and remote areas do not have access to community capital such as vocational diversity or proximity to a university in the same way as their metropolitan peers, which can negatively impact their career goals and consideration of attending university.¹

For country kids, timely advice and preparatory activities can have transformative implications. Research has shown that individuals with a bachelor's degree are likely to earn more than \$1 million in overall lifetime earnings (\$600 more per week) than non-university graduates (Table 1). And yet, regional, rural and remote students are less than half as likely to gain a bachelor (or above) qualification by the time they are 35 years old.² Therefore, while university education may not be suitable for all students, it is critical that they consider the possibility of higher education and reflect on what careers they may like to pursue one day.

¹ Drummond, A., Halsey, R., & van Breda, M. (2011) The perceived importance of university presence in rural Australia. *Education in Rural Australia*, 21(2), 1–18; Commonwealth of Australia (2009) *Rural and Regional Affairs and Transport References Committee: Rural and Regional access to Secondary and Tertiary Education Opportunities*, p. 31; Cardak, B., Brett, M., Barry, P., McAllister, R., Bowden, M., Bahtsevanoglou, J., Vecci, J. (2017) *Regional Student Participation and Migration: Analysis of factors influencing regional student participation and internal migration in Australian higher education*, National Centre for Student Equity in Higher Education, p. 10.

² Commonwealth of Australia (2019) *National Regional, Rural and Remote Tertiary Education Strategy*, p. 11.

Table 1: Average weekly income by education levels in 2016³

At What Age Should Careers Education Begin?

While various curricula have included careers education particularly at, and after Year 9, this may be too late to have meaningful impact on Low Educational Advantage (LEA) equity groups such as country students.⁴ For some of these students, programs at school may be their only insight into higher or further education and career pathways advice. In response, the lesson plans presented here are centred on the earlier Middle Years (specifically Year 7 and Year 8), to assist with preparing students for their career-related decision-making in the Senior Years. Rather than abruptly introduce students to 'ATAR', 'qualifications' or 'job growth' in Year 9, the lesson plans here explore these important elements by linking them to both the Year 7 and Year 8 Australian Curriculum and potentially regionally based careers.

Studies have found that students can begin to realistically evaluate their career choices and educational pathways in senior primary school.⁵ To validate this finding, the research team also conducted workshops with students, teachers and parents/carers in regional Victoria and found that participants felt careers education should have a place in the Year 7 and Year 8 curriculum. Our workshops and additional interviews with regional school principals found that participants desired careers education that allowed students to explore a variety of careers as well as reflect on their own abilities and passions. Our lesson plans included here therefore take a 'whole-of-person' approach and encourage students to consider their own skills and interests.

Our Aims

The aim of this project and lesson plans is to ensure all country kids have equal opportunity of accessing further education as their metropolitan peers. We are cognizant of the complexities of regional Australia, which are not limited to distance, economies and community legacies. The lesson plans provided here are intended to provide country kids with the information and support to make informed decisions about the career and education pathways.

Our focus on Year 7 and 8 specifically is also strategically aimed at scaffolding important knowledge and information before students participate in more active career-related content in Year 9. Through the examination of a broad range of career and tertiary education options in Year 7 and 8, students should be better equipped for their educational decision-making in Year 9. The intention is to set positive behaviours early: aspiration, reflection, goal setting and skill development within a careers/employability-oriented framework. It is hoped that through reflection and examination of key role models and jobs, students are inspired to set goals and enact positive educational behaviours. The underlying principle of this strategy is to provide students with a sense of direction in their education as early as cognitively appropriate by instilling behaviours that will keep them focussed through their Middle Years and by extension improve their educational outcomes in senior secondary school and beyond.

³ KPMG (2018) *Is tertiary education worth it? The returns from tertiary qualifications in Australia 2006-2016, and what this means for education institutions and government policy*, KPMG Australia.

⁴ Commonwealth of Australia (2019) *National Regional, Rural and Remote Tertiary Education Strategy*, pp. 31-32.

⁵ Tomaszewski, W., Perales, F., & Xiang, N. (2017) *School Experiences, Career Guidance, and the University Participation of Young People from Three Equity Groups in Australia*. National Centre for Student Equity in Higher Education, p. 33; Raciti, M.M., & Dale, J. (2019) Are university widening participation activities just-in-time or just-out-of-time? Exploring the (mis)alignment between the timing of widening participation activities and university decision-making among students from low socioeconomic backgrounds, *Student Success*, 10(1), 47-58.; Gore, J., Holmes, K., Smith, M., Fray, L., McElduff, P., Weaver, N., & Wallington, C. (2017). Unpacking the career aspirations of Australian school students: Towards an evidence base for university equity initiatives in schools. *Higher Education Research & Development*, 36(7), 1383-1400; Gale, T., Sellar, S., Parker, S., Hattam, R., Comber, B., Tranter, D., Bills, D. (2010) *Interventions early in school as a means to improve higher education outcomes for disadvantaged (particularly low SES) students: A design and evaluation matrix for university outreach in schools*, National Centre Student Equity in Higher Education.

The Lesson Plans

Our research found that students in Year 7 and 8 often held limited ideas about careers with limited knowledge about TAFE and university pathways. The lesson plans are therefore aimed to both widen students' knowledge about jobs and also expose them to what school/education is typically needed for those jobs. The careers used as examples in the learning activities were selected due to their strong future growth rate in regional areas.

The lesson plans and learning activities have been designed within the existing strands of the Australian Curriculum as well as the 'I Discover' and 'I Explore' steps of the Victorian Careers Curriculum Framework. This resource contains lesson plans for the following Year 7 and Year 8 Learning Areas:

Lesson Plan Checklist:

✓	Aligned with the Australian Curriculum
✓	Aligned with the Victorian Careers Curriculum Framework
✓	All worksheets included
✓	Regional focus
✓	Developed in consultation with teachers and specialists

	Learning Area	Lesson Plan	Australian Curriculum Inquiry & Learning Intention
Y7	Civics & Citizenship	Becoming A Community Leader	I will explore how values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society.
	Civics & Citizenship	Looking Out For One Another: Careers In Health Services	I will consider how values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society.
	English	Living And Working In Rural Places	I will use comprehension strategies to interpret, analyse and synthesise ideas and information, critique ideas and issues from a variety of textual sources.
	Science	Careers In Renewable Energy	I will learn how people use science understanding and skills in their occupations, and how these have influenced the development of practices in areas of human activity.
	Economics & Business	Creating A Successful Business In My Town	I will explore the characteristics of entrepreneurs and successful businesses.
Y8	Science	Farming Technologies And Scientific Innovations	I will describe how technology has been applied to modern farming techniques to improve yields and sustainability.
	Geography	Looking After Our Parks And Wetlands	I will examine ways of protecting significant landscapes.
	Civics & Citizenship	Preserving And Promoting Heritage	I will examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian.
	Civics & Citizenship	Careers That Work For The Community	I will explore the different ways that citizens can support Australia's democracy through their working lives.
	Economics & Business	Local Jobs: What Does It Take?	I will identify the influences on the ways people work and factors that might affect work in the future.

How To Use This Resource

The lesson plans included here do not need to be followed sequentially, so teachers can select which activities they may like to trial. Each lesson plan has been designed to stand on its own and there is no need to prepare students beforehand. As such, these lesson plans are not designed to replace the existing curriculum, but rather inject some career exploration within the set strands. Although the lesson plans presented here are specific to particular Learning Areas, they have been formulated as independent sessions and can therefore be useful for Casual Relief Teachers as well as extension work.

The Lesson Plans and their learning activities were designed to reflect the principles of the Victorian Teaching and Learning Model (VTLM) and the Practice Principles for Excellence in Teaching and Learning (PPLT), as well as reflect the Teaching

and Learning Cycle (TLC) model familiar to teachers ('Prior Knowledge → Learning Activity → Consolidating Knowledge'). The learning activities include several techniques such as jigsaw, reciprocal reading and 'think-pair-share' and encourage group work, reflection and connection to community.

Each lesson plan includes a learning intention and a summary of how the activities fit within the Australian Curriculum and Learning Areas. Practical aspects such as photocopying and IT requirements are also clearly noted. Further information such as a Scootle Code to access additional focus area content is included as well as a QR code for teachers to easily upload the lesson plans and learning activities to their devices. The lesson plans are immediately followed by their respective learning activity worksheets for easy photocopying.

Scootle Code

Photocopies or IT requirements

Names of worksheets and when to use them

Y8


SCIENCE

TEACHER BRIEF

ACSHE196

Farming Technologies And Scientific Innovations

Y8 SCIENCE



Resources and Preparation Required

Photocopies

1. Science On The Farm worksheet
2. Would You Be A Farmer? Worksheet

IT required

Lesson 2 includes watching a clip from ABC Education. A smartboard or projector with internet connection is required.

Link: <https://education.abc.net.au/home#/media/2408668/developing-robotic-farm-machinery>


Overview

Estimated time
2 x 45 minute sessions

Australian Curriculum Focus
I will describe how technology has been applied to modern farming techniques to improve yields and sustainability.

Victorian Careers Curriculum Framework Learning Outcome – Self Development
I will investigate the different scientific knowledge required for the development of farming technology.

Regional Focus
This activity will showcase how technology supports modern farming initiatives and will debunk stereotypes about the farming sector.



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Overview
This activity will change students' perspectives on what constitutes modern farming. Students will learn about the complex technologies that support farming today and describe situations where collaboration drove scientists to generate solutions to contemporary issues.

To complement this activity, students will examine some of the educational pathways they could pursue to prepare themselves for modern farming such as: TAFE, online certification and in-person university. They will also identify the different sciences used in occupations and how this is applied practically in the agriculture/farming industry.

✓ **Curriculum related to employability and careers**

✓ **Curriculum related to tertiary pathways**

Rationale and Learning Intention
This activity was selected in response to farming being a key employment sector for regional students. The activity helps address gaps in students' knowledge of the necessary skills and training needed to be a successful farmer in today's age. The activity also links to the importance of education and training to solve problems and how collaboration with people from different fields of experience (engineering, farming, science) can help support the advancement of scientific knowledge.

Students will benefit from mapping out how they might pursue a career in farming and/or science by identifying the skills and pathways required for specific vocations.

Australian Curriculum
Strand: Science as a Human Endeavour
Sub-strand: Use and Influence of Science
Focus Area: People use science understanding and skills in their occupations, and these have influenced the development of practices in areas of human activity
General Capabilities: Critical and Creative Thinking, Ethical Understanding, Personal and Social Capabilities
Elaborations

- Understanding how innovation takes place over time
- Scientific progress responds to the needs and priorities of society
- Importance of science in contemporary decision-making and problem-solving
- Science advances through the collaboration of many people
- Introduction to educational pathways, appropriate for Year 8
- Recognition of the necessary education and training pathways to become a modern farmer


Links to Cross-Curriculum Priorities
Sustainability

- Students evaluate technological developments and appreciate that science provides the basis for decision-making in many areas of society and the importance of developing management plans or alternative technologies that minimise effects on the environment

Careers Exploration for Country Kids

Lesson Plan

	Session 1	Session 2
<p>PART A: Prior Knowledge On the whiteboard, students are to brainstorm some of the technology they use or have seen that helps them complete tasks more efficiently e.g. washing machine, kettle, tractor, calculator. Students should be made aware that these technologies are possible due to scientific innovation.</p> <p>PART B: Learning Activity The teacher distributes one Science On The Farm worksheet per student. As a class, the teacher will select students to read a paragraph each aloud and explain the key terminology via reciprocal reading. The teacher should encourage students to follow along with the reading and underline key words they do not understand. The Science On The Farm worksheet highlights how two technological advancements have revolutionised farming: <ul style="list-style-type: none"> • Aerial Crop Imaging: • Autonomous Robots: Agbots <p>PART C: Learning Activity The teacher then gives the class 15 minutes to complete the worksheet individually. Students will answer questions arising from the text and also reflect on their own interests and skills and how innovation helps modern farmers.</p> <p>PART D: Consolidate Knowledge "So What Did You Learn?": Ask students "So What Did You Learn?" and have them give the class a takeaway from the lesson that will be important to know three years from now. Why?</p> </p>	<div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px; text-align: center;"> 45 </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px; text-align: center;">5</div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px; text-align: center;">15</div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px; text-align: center;">15</div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px; text-align: center;">10</div>	<div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px; text-align: center;"> 45 </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px; text-align: center;">15</div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px; text-align: center;">15</div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px; text-align: center;">15</div>



Open on your device

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Does the lesson plan connect to employability and/or further education?

QR Code to open lesson plan on your device

ACHCK052

Becoming A Community Leader



Estimated time
1 x 45 minute session

Australian Curriculum Focus

I will explore how values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society.

Victorian Careers Curriculum Framework Learning Outcome – Self Development

I will identify the skills and characteristics of active citizens.

Regional Focus

This activity will expose students to the positive behaviours that can make valuable contributions to local communities.



Overview

Students will be asked to consider the various skills and characteristics of effective leaders and positive community members. They will work in small groups to look at key personalities and discover the attributes of each of the personas presented.

Students will then create their own profile to discover their own skills and interests and how they too may contribute positively to their community.

- ✓ Curriculum related to employability and careers
- ✓ Curriculum related to tertiary pathways

Rationale and Learning Intention

This lesson was selected to present students with positive role models. The activities encourage student self (meta) reflection about how they will contribute as active and constructive citizens in their communities and perhaps inspire them to make good educational choices.

Australian Curriculum

Strand Knowledge and Understanding

Sub-strand Citizenship, Diversity and Identity

Focus Area How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society

General Capabilities Personal and Social Capabilities

Elaborations

- Understanding how individuals contribute to their society
- The different skill sets that people use in positive ways
- Introduction to educational pathways, appropriate for Year 7
- Recognition of the many varied backgrounds of citizens and their motivations to give back to their community
- Identifying students' own skills, interests and abilities and how they can improve/develop and explore them to prepare themselves for their futures (i.e. careers, citizens etc.)

Links to Cross-Curriculum Priorities

Asia-Australia Engagement

- Collaboration and engagement with the peoples of Asia support effective regional and global citizenship

Aboriginal and Torres Strait Islander Histories and Cultures

- The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally



Resources and Preparation Required

Photocopies



1. What Makes A Great Leader? worksheet
2. Who Am I? worksheet

There are no IT requirements for this lesson plan

Lesson Plan



PART A: Prior Knowledge

On the whiteboard, students are to brainstorm the individuals that contribute to their local community and explain why they are nominating these individuals.

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PART B: Learning Activity

The class is split into six groups and each group is given one persona from the **What Makes A Great Leader?** worksheet. Within each group, students are to organise their roles:

- **Reader (Reads the worksheet to the rest of the team)**
- **Discussion Director (Leads the discussion to formulate answers)**
- **Scribe (Writes answers)**
- **Reporter (Presents answers to the class)**

The group reads and answers the questions on the worksheet.

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PART C: Learning Activity

The group's reporter then introduces their persona and presents their answers to the class. While the groups are presenting, the teacher creates a wordsplash on the whiteboard of the key skills and attributes of each of the six personas.

15

PART D: Consolidate Knowledge

Students will each be handed a **Who Am I?** worksheet where they will be asked to reflect on their own skills and areas of development:

1. Which leader they most identify with and why?
2. Set a goal: What contribution they would like to make to their community? Why?
3. What are the skills they need to achieve their goal from question 2 and what are the steps/pathways to achieve that goal? (university, better literacy skills, apprenticeship, volunteering, etc.)

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Open on your device

Becoming A Community Leader



What Makes A Great Leader?

Ash Barty

Professional Tennis Player



Ash Barty is an Australian Aboriginal professional tennis player. She is ranked the world's number one singles tennis player by the Women's Tennis Association (WTA) in 2020.

As a child, Ash used to practise at home by hitting a ball against the wall every day after school for hours on end. By the time she was nine, she was practising against boys who were six years older than her. At the age of 12, she was playing against male adults.

Ash trains in Australia and overseas, so she has not been able to attend university. She is a hard-worker and takes her training seriously which has allowed her to become successful. As an adult, Ash has won six singles titles on the WTA Tour, including one Grand Slam singles title at the 2019 French Open and one Grand Slam doubles title at the 2018 US Open.

Ash is a part of the Ngarigo community and her Aboriginal identity is important to her. She is the National Indigenous Tennis Ambassador for Tennis Australia and hopes to promote and inspire more indigenous participation in the sport of tennis. Ash has embraced her heritage and her role as an ambassador, saying, "I'm a very proud Indigenous woman and I think that for me taking on this role is something very close to my heart. I'm very excited."

Ash was also proud to be a part of the #PlayForYou campaign, which aims at encouraging young girls to keep playing sport.

What makes a great leader?

Organise your group into the following roles and write their name in the space provided:

Reader (Reads the worksheet to the rest of the team) _____

Discussion Director (Leads the discussion to formulate answers) _____

Scribe (Writes answers) _____

Reporter (Presents answers to the class) _____

1 Read the story about Ash and list three of her achievements:

1. _____

2. _____

3. _____

3 How has Ash helped her community?

2 What type of skills and personality do you think Ash has? Fill in the boxes below:

Becoming A Community Leader



What Makes A Great Leader?

Ben Martin

Innovative Farmer



Ben Martin grows mangoes in Bowen in north Queensland. His farm has over 20,000 trees.

Ben is also involved in developing technology to help farmers be more productive and sustainable. He wants to improve productivity and environmental sustainability in farming and has held discussions with the government to improve the farming industry.

Ben has designed highly productive planting techniques, efficient farm machines with spray equipment and harvest machines. These help farmers save money and also maintain fruit quality.

He is also developing an app that will help farmers track their fruit from the farm to the shop. The app also enables shopkeepers to know when and from where their produce is coming from. This is particularly important as many customers are increasingly interested in knowing where their fruit and vegetables were grown.

What makes a great leader?

Organise your group into the following roles and write their name in the space provided:

Reader (Reads the worksheet to the rest of the team) _____

Discussion Director (Leads the discussion to formulate answers) _____

Scribe (Writes answers) _____

Reporter (Presents answers to the class) _____

1 Read the story about Ben and list three of his achievements:

1. _____
2. _____
3. _____

3 How has Ben helped his community?

2 What type of skills and personality do you think Ben has? Fill in the boxes below:

Becoming A Community Leader



What Makes A Great Leader?

Dr Nicola Browne

Coral Ecologist



Nicola was born in Kenya. She is a coral ecologist at Curtin University in Perth, researching how environmental changes are affecting coral reefs.

Before she was appointed to this role, Nicola completed a Bachelor of Science with first class honours in Biochemistry at Kings College London. She then completed her Master's degree in Freshwater and Coastal Sciences at the University College London, and her PhD at James Cook University in Australia.


Dr Nicola scuba dives to collect coral samples, then brings them back to a lab for analysis. Recently her research looked at how large-scale economic development and urbanisation in Singapore, and deforestation in Borneo was affecting nearshore coral reef systems.


She learned that human development activities in Borneo, as well as a weather pattern known as the El Nino Southern Oscillation, can cause land erosion patterns. This soil then washes into the nearby freshwater systems and marine environments, ultimately altering the water quality on coral reefs.


Dr Browne's research helps scientists learn more about the types of environmental pressures coral reefs currently face, and ultimately, she aims to find ways to protect these delicate marine ecosystems from destruction.

What makes a great leader?

Organise your group into the following roles and write their name in the space provided:

 **Reader** (Reads the worksheet to the rest of the team) _____

 **Discussion Director** (Leads the discussion to formulate answers) _____

 **Scribe** (Writes answers) _____

 **Reporter** (Presents answers to the class) _____

1 Read the story about Nicola and list three of her achievements:

1. _____

2. _____

3. _____

3 How has Nicola helped her community?

2 What type of skills and personality do you think Nicola has? Fill in the boxes below:

Becoming A Community Leader



What Makes A Great Leader?

Professor Chris Matthews

Mathematician & Academic



Professor Chris Matthews is from the Quandamooka people of Minjerribah (Stradbroke Island) in Queensland Australia. Chris received a PhD in applied mathematics from Griffith University and was a Senior Lecturer in applied mathematics at the Griffith School of Environment, Griffith University.

Over the last ten years, Chris developed a deeper interest in mathematics education for Aboriginal and Torres Strait Islander learners and exploring the connections between mathematics and Aboriginal and Torres Strait Islander knowledges. Chris is currently the Chair of the Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA) that aims to transform mathematics education for Aboriginal and Torres Strait Islander learners. He is also a senior curriculum advisor for Australian Curriculum, Assessment and Reporting Authority (ACARA) for the National Mathematics Curriculum working to including Aboriginal and Torres Strait Islander perspectives in the curriculum.

Chris has recently been appointed the Associate Dean (Indigenous Leadership and Engagement) in the Science Faculty at University Technology of Sydney (UTS). As part of this role, Chris will be leading a team of academics to transform the Science curriculum to meet the Indigenous Graduate Attribute and develop a Community of Indigenous STEM professionals at UTS.

What makes a great leader?

Organise your group into the following roles and write their name in the space provided:

Reader (Reads the worksheet to the rest of the team) _____

Discussion Director (Leads the discussion to formulate answers) _____

Scribe (Writes answers) _____

Reporter (Presents answers to the class) _____

1 Read the story about Chris and list three of his achievements:

1. _____
2. _____
3. _____

3 How has Chris helped his community?

2 What type of skills and personality do you think Chris has? Fill in the boxes below:

Becoming A Community Leader



What Makes A Great Leader?

Ben Simmons

Professional Basketball Player



Ben Simmons is a professional basketball player from Australia. He moved to the United States to play basketball at high school and university where he won many tournaments and awards including Most Valuable Player. Ben is known for training hard and focussing on being a great player.

His impressive performance during high school basketball earned him the chance to play in the NBA and in 2016 he was chosen as a rookie by the Philadelphia 76ers. Ben's performance in the 2017/18 season was outstanding. He made the record as the third rookie to reach 1000 points, 500 rebounds and 500 assists in a rookie season. In 2018 he was awarded Rookie of the Year and in 2019, he was made an NBA All-Star.

Ben supports the 'Helping Hoops Future' program, which provides over 140 free basketball sessions each year for kids in Footscray, Werribee and Dandenong in Victoria. The program aims to teach kids that hard work and sacrifice are the keys to a successful life.

Ben also runs his own 'Ben Simmons Basketball Camp' in Melbourne and Sydney where he helps over 400 kids develop their basketball skills. The camp offers a unique basketball experience to learn from and interact with Ben. Campers have an opportunity to build on fundamental basketball skills from top coaches, who deliver expert instruction and create a high-energy, fun and positive environment.

What makes a great leader?

Organise your group into the following roles and write their name in the space provided:

Reader (Reads the worksheet to the rest of the team) _____

Discussion Director (Leads the discussion to formulate answers) _____

Scribe (Writes answers) _____

Reporter (Presents answers to the class) _____

1 Read the story about Ben and list three of his achievements:

1. _____
2. _____
3. _____

3 How has Ben helped his community?

2 What type of skills and personality do you think Ben has? Fill in the boxes below:

Becoming A Community Leader



What Makes A Great Leader?

Carrie Bickmore

Media Presenter



Carrie Bickmore is an Australian television and radio talk show host.

She is most widely known for her role as host of the The Project on Network Ten.

Carrie attended Curtin University of Technology where she studied journalism and graduated in 2000 and worked as a newsreader on radio stations in Perth and then in Melbourne.

In 2006, Carrie made her start in television and in 2009, she took on the job as host of The Project. She went on to win the 2010 Logie Award for the Best New Female Talent. She has also been nominated for many Logies and in 2015 Carrie won the Gold Logie award.

In 2015, Carrie launched 'Carrie's Beanies 4 Brain Cancer' and encouraged people to wear a beanie to support brain cancer research. Her charity raised one million dollars in only two months.

Carrie also works to promote many charities including Foodbank Australia. She is also a UNICEF Ambassador for the Eliminate Project which aims to eliminate a deadly disease that kills many women and children around the world.

In 2017, Carrie was placed on the Victorian Honour Roll of Women in recognition of her work as a charitable and inspirational role model for women and girls.

What makes a great leader?

Organise your group into the following roles and write their name in the space provided:

Reader (Reads the worksheet to the rest of the team) _____

Discussion Director (Leads the discussion to formulate answers) _____

Scribe (Writes answers) _____

Reporter (Presents answers to the class) _____

1 Read the story about Carrie and list three of her achievements:

1. _____
2. _____
3. _____

3 How has Carrie helped her community?

2 What type of skills and personality do you think Carrie has? Fill in the boxes below:

Becoming A Community Leader

Who Am I?



1 Which leader do you most identify with?

2 Why do you identify with this leader?

Goal setting

1 What contribution would you like to make to your community?

3 What are some of the skills you might need to achieve this goal?

2 Why would you like to make these contributions?

4 What are the steps/pathways needed to achieve this goal? (university, apprenticeship, volunteering...)

Becoming A Community Leader

Who Am I?



Draw an image that represents you or your goal.

ACHCK052

Looking Out For One Another: Careers In Health Services



Estimated time
1 x 45 minute session

Australian Curriculum Focus

I will consider how values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go' can promote cohesion within Australian society.

Victorian Careers Curriculum Framework Learning Outcome – Self Development Self Development and Career Exploration:

I will explore pathways and various careers in the Community Services field and reflect on their own skills and interests.

Regional Focus

This activity highlights some key jobs associated with skill shortages located in regional communities.



Overview

This activity encourages students to explore careers in the health sector. They will be presented with career summaries and will be required to identify the skills and educational requirements for these careers and how these jobs might be applicable in their local setting as well as reflect on their own interest in this area.

Students will also work in table groups to read about three healthcare workers to discover the attributes of each professional.

- ✓ Curriculum related to employability and careers
- ✓ Curriculum related to tertiary pathways

Rationale and Learning Intention

The health services sector is one of Australia's largest employers in regional areas. This activity acknowledges this trend by encouraging students to widen their understanding of the diversity of jobs within the sector. The activity helps address gaps in students' knowledge around the necessary skills and training needed to hold a career in health services and to also assess their own skills and characteristics to determine how they may find employment in this area.. The activity also encourages students to think about how they might pursue a career that will benefit regional areas.

Australian Curriculum

Strand Knowledge and Understanding

Sub-strand Citizenship, Diversity and Identity

Focus Area How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society

General Capabilities Literacy, Numeracy, Critical and Creative Thinking, Personal and Social Capabilities, Ethical Understanding

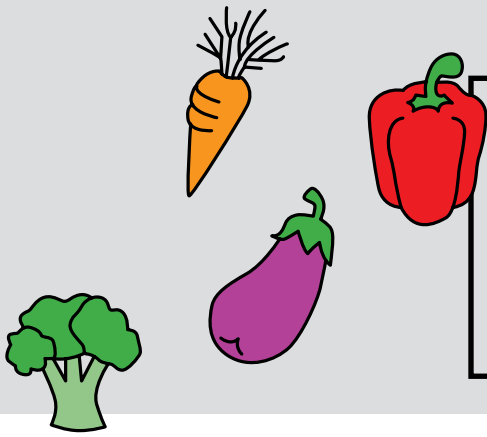
Elaborations

- Identifying values shared by Australians and deciding which ones could also be considered universal values

Links to Cross-Curriculum Priorities

Sustainability

- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments
- Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts



Resources and Preparation Required

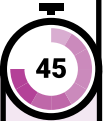
Photocopies



1. **Healthcare Worker Profile** worksheet
2. **Keeping Our Communities Healthy** worksheet
3. **Could You Be A Health Services Worker?** worksheet

There are no IT requirements for this lesson plan

Lesson Plan



PART A: Prior Knowledge

On the whiteboard, students are to brainstorm the different kinds of health services jobs.

5

PART B: Learning Activity

Students are to form pairs and the teacher is to alternately distribute the four **Healthcare Worker Profile** worksheets to each pair.

The teacher should read out the instructions to the class as per the worksheet.

In pairs, students will be asked to answer the questions which explore the qualifications, skills and achievements of their profile and identify and examine the profile in the context of their own community.

20

PART C: Learning Activity

Each pair is to team up with another pair who examined an alternate profile. Each group is handed a **Keeping Our Communities Healthy** worksheet to share their findings from the **Healthcare Worker Profile**. The teacher should read the instructions to the class to ensure understanding.

10

PART D: Consolidate Knowledge

Students to be given the **Could You Be A Health Services Worker?** worksheet to reflect on their own skills and interests which may be useful in the Health Services sector.

10



Open on your device

Looking Out For One Another: Careers In Health Services



Healthcare Worker Profile

Phil Smith

Physiotherapist



Phil is a physiotherapist who runs his own business in Mount Isa, Queensland. Physiotherapists treat injuries, diseases and disorders through physical methods such as exercise, massage and movement.

To become a physiotherapist, Phil went to university and completed a Bachelor of Science, with a focus on physiotherapy.

He opened a physiotherapy clinic in Mount Isa because he believes regional areas lack physiotherapy services. Phil noticed that physiotherapists only came out to regional areas once a month, but people needed more regular services.

Phil says, "there's a lot of sport here, a lot of occupational work" so people in these areas need treatment more often to help them with sports injuries or injuries they get from working hard.

Phil employs local physiotherapists to work in his clinic and also heads to Cloncurry once a week to treat patients in that region. He has 10 clinics in regional areas, which are going strongly and will likely expand to have 20 clinics by late 2021.

He has made a lot of effort to support the needs of the local community by including a multi-gym for rehabilitation purposes and a Pilates machine. "If you go to the city, all these things are there. I want a city standard clinic in a rural area," Phil said.



Read the story about Phil and answer the following questions

1 List two of Phil's achievements:

1. _____
2. _____

4 What qualification did Phil obtain so he could become a physiotherapist?

- _____
- _____

2 What type of skills and personality do you think Phil has? Fill in the boxes below:

5 Talk to your partner and list two reasons why you might and might not want to become a physiotherapist.

I would be a physiotherapist because....	I would not be a physiotherapist because....

3 Name two people in your community who find seeing a physiotherapist useful. Why?

1. _____
2. _____

Looking Out For One Another: Careers In Health Services



Healthcare Worker Profile

Melissah Bruce

Dietician



Melissah is a dietician from Cairns, Queensland. Dietitians help people understand the relationship between food and health. They also help people change their diet so that they can become healthier and stay healthy. Dietitians plan and organise diets to treat lots of conditions such as weight loss, weight gain, gut health and sports nutrition. They also assist people with conditions such as diabetes, cholesterol and other diseases.

To become a dietician, Melissah went to university and completed a Bachelor of Health Science (Nutrition) and then a Master of Dietetics Studies. She is particularly interested in sports nutrition, so she also completed a Certificate III and IV in Fitness-Personal Trainer.

Melissah runs her own business in Brisbane and has also worked with the Sunshine Coast Falcons Intrust Cup team and the Melbourne Storm U20's team. With a diverse array of experience, Melissah is particularly interested in weight loss/management, diabetes, food intolerances and sports nutrition.

As a dietician, Melissah is passionate about improving the health, wellbeing and quality of life of everyday Australians. She has a love of anything food including cooking, recipe modification and taste testing.



Read the story about Melissah and answer the following questions

1 List two of Melissah's achievements:

1. _____
2. _____

4 What qualification did Melissah obtain so she could become a dietician?

- _____
- _____

2 What type of skills and personality do you think Melissah has? Fill in the boxes below:

5 Talk to your partner and list two reasons why you might and might not want to become a dietician.

I would be a dietician because....	I would not be a dietician because....

3 Name two people in your community who find seeing a dietician useful. Why?

1. _____
2. _____

Looking Out For One Another: Careers In Health Services



Healthcare Worker Profile

Adrian Hodge

Pharmacist



Adrian is a pharmacist from Dodges Ferry in regional Tasmania. Pharmacists dispense (give out) medications and understand how medications work.

They also speak with members of the community to recommend medications and how to take them properly. They can work in different places such as hospitals or the pharmacies you see in your local shopping centre.

To become a pharmacist, Adrian went to university and completed a Bachelor of Pharmacy. He first moved to Melbourne to work as a pharmacist, but also worked in regional areas. He developed an immediate fondness for practicing in rural areas, so he moved to regional Tasmania and runs his own pharmacy. He can't see himself working anywhere else.

Adrian particularly enjoys working in a regional area because he has had the opportunity to know his customers and the local community really well.

"It's quite a lovely thing to be able to help out a family as a whole and become part of their life. Some customers I see two or three times per week, so I get to know them and uncover what they need."

Adrian thinks it's important to have health professionals permanently in regional areas so that they can work together for the community. "It is important to build trust, which is hard to do with fly-in-fly-out professionals. People need to see health care professionals that they are familiar with and comfortable with."



Read the story about Adrian and answer the following questions

1 List two of Adrian's achievements:

1. _____
2. _____

4 What qualification did Adrian obtain so he could become a pharmacist?

- _____
- _____

2 What type of skills and personality do you think Adrian has? Fill in the boxes below:

5 Talk to your partner and list two reasons why you might and might not want to become a pharmacist.

I would be a pharmacist because....	I would not be a pharmacist because....

3 Name two people in your community who find seeing a pharmacist useful. Why?

1. _____
2. _____

Looking Out For One Another: Careers In Health Services



Healthcare Worker Profile

Cathy McAdam

Paediatrician



Cathy is a paediatrician in Melbourne, Victoria. Paediatricians are doctors who specialise in the medical care of babies, children and teenagers. They deal with illnesses and the child’s physical, mental and behavioural development.

To become a paediatrician, Cathy went to university and completed a Bachelor of Medicine and Bachelor of Surgery to first become a doctor. She then had to complete training with the Royal Australasian College of Physicians to specialise in paediatrics. Cathy completed this training in Melbourne and Adelaide, with periods in Alice Springs and Hobart. Whilst studying, Cathy held part time jobs in waitressing, retail, babysitting, tutoring and warehouse work. In addition to income, they gave her an insight into the lives of the families she works with. During her career, Cathy has participated in Community Leadership training to broaden her network and expand the positive impact she can have for child health and well-being.

Cathy also works as a paediatrician in the remote Kimberley region of Western Australia and is particularly interested in the health of Aboriginal children. She enjoys working with families to help them care for their children.

Cathy was one of the first paediatricians at Casey Hospital and is now Head of General Paediatrics at Monash Children’s Hospital. She is also an instructor and runs sessions with other health professionals to teach them how to manage seriously unwell or injured children.



Read the story about Cathy and answer the following questions

1 List two of Cathy’s achievements:

1. _____
2. _____

4 What qualification did Cathy obtain so she could become a paediatrician?

- _____
- _____

2 What type of skills and personality do you think Cathy has? Fill in the boxes below:

5 Talk to your partner and list two reasons why you might and might not want to become a paediatrician.

I would be a paediatrician because.....	I would not be a paediatrician because.....

3 Name two people in your community who find seeing a paediatrician useful. Why?

1. _____
2. _____

Looking Out For One Another: Careers In Health Services



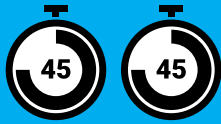
Keeping Our Communities Healthy

Join up with another pair of students who have examined a different career to the one you have just explored. Compare the two careers that you have read about by completing the table below. Can you notice any similarities or differences?

	Career _____	Career _____
Achievements		
Skills		
Personality		
Qualifications		
Who in your community would find this service useful?		

ACELY1723

Living And Working In Rural Places



Estimated time
2 x 45 minute sessions

Australian Curriculum Focus

I can use comprehension strategies to interpret, analyse and synthesise ideas and information, critique ideas and issues from a variety of textual sources.

Victorian Careers Curriculum Framework Learning Outcome – Career Exploration

I will explore careers and pathways in rural places.

Regional Focus

This activity will illustrate the importance of jobs in keeping regional communities alive.



Overview

This activity is a two-part activity intended to be completed over 2 sessions.

In the first session, students will go through the worksheet **Is The Australian Country Town Dying?** They will use critical reading skills to grasp how rural communities are represented in the media and how jobs are important to small-town survival.

In the second session, students will start to dig deeper into the further education sector. The **What Is An ATAR? What Is The Difference Between Online And In-Person Learning? What Is A Government Subsidy?** worksheet asks students to define key pathways-related terminology and reflect on their own interests.

✓ Curriculum related to employability and careers

✓ Curriculum related to tertiary pathways

Rationale and Learning Intention

This lesson was created to assist students in developing both their critical literacy skills and fundamental pathways-related vocabulary. Students should use their critical literacy skills to evaluate the various depictions of careers and of regional, rural, or remote living. These evaluations and reflections are necessary for students to make considered decisions about their educational and work futures as they progress through school.

This lesson also builds students' understanding of key terms and how they link to careers so that they can engage in meaningful career exploration activities and make informed decisions about their education. Students can begin to map out how they might pursue various careers by identifying the necessary qualifications and pathways.

Australian Curriculum

Strand Literacy

Sub-strand Comprehension strategies: Strategies of constructing meaning from texts, including the literal and inferential meaning

Focus Area Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.

General Capabilities Critical and Creative Thinking

Elaborations

- Develop strategies to interpret, analyse, and evaluate representations in the media
- Build a more nuanced understanding of their community, their belonging in it, and their potential future in (or away) from it
- Reflect on work interests and opportunities
- Introduction to educational pathways, appropriate for Year 7
- Identifying students' own skills, interests and abilities and how they can improve/develop and explore them to prepare themselves for their futures (i.e. careers, citizens etc.)

Links to Cross-Curriculum Priorities

Sustainability

- Students will analyse and communicate ideas about the sustainability of their local community. They will gain knowledge about the social and economic systems affecting their local area and use this knowledge to make more informed decisions about their futures

CITY

COUNTRY



Open on your device

Resources and Preparation Required

Photocopies



1. Is The Australian Country Town Dying? worksheet
2. What Is An ATAR? What Is The Difference Between Online And In-Person Learning? What Is A Government Subsidy? worksheet

There are no IT requirements for this lesson plan

Lesson Plan

Session 1

45

PART A: Prior Knowledge

On the whiteboard, students brainstorm how different people (tourists, people passing through, local residents) might describe their town and these ideas are written on the whiteboard. Some prompts:

- Name some of the infrastructure in country towns e.g. mining, farming, logistics, tourism
- What jobs are associated with these?

5

PART B: Critical Literacy Activity

Students will work in groups of three to complete the **Is The Australian Country Town Dying?** worksheet using the following critical reading steps:

1. **Number the paragraphs**
2. **Read the text**
3. **Clarify** – check unfamiliar words with their table
4. **Reread**
5. **Summarise**
(space is provided on the worksheet)
6. **Questioning the text:** students will question related to the purpose of the text and the persuasive techniques used within the text (space is provided on the worksheet)

30

PART C: Consolidate Knowledge

“3, 2, 1 Reflection”: Each student is to write 3 new things they have learnt, 2 interesting things they have learnt, and 1 question they might have.

10

Session 2

45

PART A: Prior Knowledge

On the whiteboard, students reflect on the previous lesson:

- What jobs/careers are sustainable forms of employment in their town?
- Can people in any of these jobs/careers be employed in other locations?
- What skills are required for effective participation in the workforce of their town?

5

PART B: Building Pathways Vocabulary and Understanding

Students will be given the **What Is An ATAR? What Is The Difference Between Online And In-Person Learning? What Is A Government Subsidy?** worksheet to examine the pathways to some careers they may pursue in their own town while also learning some key pathways-related terms:

- ATAR
- TAFE
- HECS
- Bachelor's Degree
- Master's Degree

30

Students will then select two words and create a poster consisting of:

- the definition
- the definition in their own words
- the term used in an appropriate sentence
- a picture that represents the word

The posters are displayed in the classroom

PART C: Consolidate Knowledge

Exit cards: The teacher asks each student to identify a career they might like, what qualifications they need for it, and if they need to leave the town at any point. Sharing this information with their teacher is their exit card.

10

Living And Working In Rural Places

Is The Australian Country Town Dying?

By Connor McGoverne

The Junction

Aug 24, 2018



Ardlethan is a town in the Riverina district of New South Wales that last century was a thriving community whose small economy was driven by a large tin mining operation. But those days have long gone.

Standing in the main street, you can see both ends of town. The paint is peeling from the original weatherboard shop signs and a pub rots in its former glory. For local resident Pauline, who was born and bred here, the decline over the past 30 years has been significant.

“Ardlethan is an ageing population,” Pauline says. “We’ve got a lot of older people here. It’s going to die. It’ll be here but it’ll die. There’s nothing for people to come here. There are no jobs. And what jobs there are, people will stay in them forever. So, the kids have to go away to get a job.”

Lack of adequate transport, education, and health facilities are often cited as reasons why people migrate to the city. However, leading demographer and social commentator, Bernard Salt, says that a lack of suitable job prospects has also contributed to the decline of small country towns.

“The issue is that millennials are often highly educated people, requiring skilled employment and there’s not that much opportunity [outside capital cities].”

He says the towns that do thrive rely on being a drivable distance to larger centres – such as Dubbo, Armidale, Mount Gambier and Geelong – that offer the services that smaller towns are so sorely lacking. He calls these larger towns ‘sponge cities’, because they offer better access to schools, hospitals, jobs and more, and soak up the population of smaller, surrounding country towns.

It’s not all gloom and doom.

Peter Kenyon, an economist and small-town expert, says that if young people can be convinced to remain in or move to the country, they will hold the key to keeping small country towns alive.

“The most critical age group in any community is your 25-40 age group. That’s the group who have family, that’s the group who start businesses, that’s the group who are buying homes, that’s the group who provide your mentors and your coaches of local groups. That’s the group we have to attract back.”

Living And Working In Rural Places



Is The Australian Country Town Dying?

Critical Reading Activity

Step 1: Number each of the paragraphs in the circles provided.

Step 2: Read the article and underline any new words you do not understand.

Step 3: Check with the person next to you to see if they can help you with some of the new words you underlined.

Step 4: Reread the article. Did you understand it better the second time?

1 Summarise the article. What is the key message the article is trying to convey to its audience?

2 What makes you trust what is written in this article?

3 Reflect on this sentence from paragraph 2: "The paint is peeling from the original weatherboard shop signs and a pub rots in its former glory". Why didn't the author just write "The shop signs and the pub look bad"?

4 Young people need jobs to stay in small towns and keep the towns alive. What jobs can you see in your community that might interest you? Or can you think of something new you'd like to see in your community?

Living And Working In Rural Places

What Is An ATAR? What Is The Difference Between Online And In-Person Learning? What Is A Government Subsidy?

One of the decisions you will make is whether or not you go to university or to TAFE. This worksheet will help you understand the difference between them and some of the different jobs around our community that require university or TAFE qualifications.

For university, you must complete Year 12 to get an **ATAR** (Australian Tertiary Admissions Rank). Your ATAR is calculated by how well you did in Year 12 compared with other Year 12 students around Australia. Your ATAR can be anywhere from 0.00 to 99.95 and you can use it to apply to any university in Australia.

It is important to remember that each course has its own ATAR requirement. For example, if you wanted to get into a law degree at La Trobe University in 2020, your ATAR needed to be at least 90.10, but if you wanted to do a science degree, the ATAR requirement was 70.00.

Each university around Australia sets its own ATAR requirements each year, so it's a good idea to keep up to

date with the courses that might interest you. For **TAFE** courses you do not need an ATAR, but you will need to have a Year 12 certificate, like VCAL.

Qualifications for some jobs include bachelor's degrees from a university, while others require a diploma or certificate from TAFE. But what's the difference?

A **bachelor's degree** is the name given to a university qualification. So, if you completed a law degree, you will receive a Bachelor of Laws, or for a science degree, you will receive a Bachelor of Science. Sometimes, people want more qualifications after they finish their bachelor's degree. In this case, they are able to apply for other qualifications like a master's degree. A **master's degree** can take up to two years, but you can only enroll in a master's degree if you have completed a bachelor's degree to a high standard. Some jobs require a master's degree, so it is important to check if this is the case for your chosen career.

TAFE

(Technical and Further Education) or
Private RTO (Registered Training Organisation)

Description

Hands on, practical learning for trades, the hair and beauty industry, and child-care

Entry Requirement

Varies according to the course

Mode

Online and/or in person

Time

One day to three years

Cost

Can be government subsidised or full-fee paying

University

Description

Professional learning and research for professions such as doctor, lawyer, architect, teacher

Entry requirement

ATAR

Mode

Online and/or in person

Time

At least three years' full-time

Cost

HECS (Higher Education Contribution Scheme) where the Government covers your fees until you can pay it back

Careers In Renewable Energy



Estimated time
1 x 45 minute session

Australian Curriculum Focus

I will learn how people use science understanding and skills in their occupations, and how these have influenced the development of practices in areas of human activity.

Victorian Careers Curriculum Framework Learning Outcome – Career Exploration

I will develop a greater understanding of the variety of pathways and careers in a growth industry.

Regional Focus

This activity will showcase how technological advancements in renewable energy will influence job availability in regional areas.



Overview

In this activity, students will read about various renewable energy sources. Students will explore pathways to different types of jobs (mechanics, engineers, logistics, public relations, etc.) and the qualifications needed in relation to running and operating energy farms and machinery. To complement the activity, students will examine some of the education pathways they could pursue to prepare themselves for modern farming, such as: TAFE, online certification, in-person university.

Students will then be asked to discuss the viability of each type locally.

- ✓ Curriculum related to employability and careers
- ✓ Curriculum related to tertiary pathways

Rationale and Learning Intention

This activity was selected as scientific developments and environmental sustainability will affect the types of jobs available to students after completing school. The activity helps address gaps in students' knowledge around the necessary skills and training needed to be successful in these new jobs and what their thoughts are on the applicability of the jobs in their communities. Finally, this activity will expose students to the various pathways required for specific vocations.

Australian Curriculum

Strand Science as Human Endeavour

Sub-strand Use and Influence of Science

Focus Area People use science understanding and skills in their occupations, and these have influenced the development of practices in areas of human activity

General Capabilities Literacy, Numeracy, Critical and Creative Thinking, Personal and Social Capabilities, Ethical Understanding

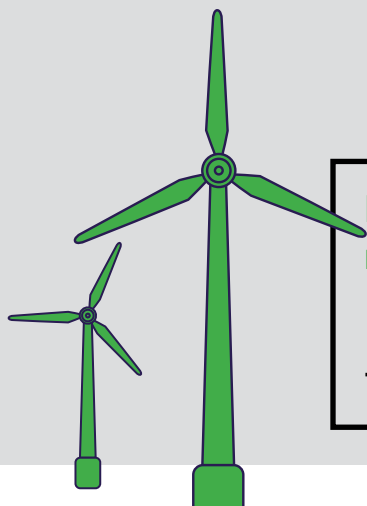
Elaborations

- Investigating how advances in science and technology have been applied to the treatment of water in industrial and household systems
- Recognising that water management plays a role in areas such as farming, land management and gardening
- Considering how seasonal changes affect people in a variety of activities such as farming

Links to Cross-Curriculum Priorities

Sustainability

- The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future
- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments
- Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts
- Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments



Resources and Preparation Required

Photocopies

- 1. Jobs In Renewable Energy information worksheet
- 2. Educational Pathways worksheet

There are no IT requirements for this lesson plan

<h1>Lesson Plan</h1>		45
<p>PART A: Prior Knowledge</p> <p>On the whiteboard, students are to brainstorm what they know about renewable energy. Prompts include:</p> <ul style="list-style-type: none"> • Where have they heard the term? • Have they seen any technology in the community they think is related to renewable energy? • What sort of jobs might be available renewable energy? 	5	5
<p>PART B: Learning Activity</p> <p>The teacher distributes the Jobs In Renewable Energy worksheet to each student.</p> <p>As a class, the teacher will select students to read a paragraph each aloud and explain the key terminology via reciprocal reading. The teacher should encourage students to follow along with the reading and underline key words they do not understand.</p> <p>Students will read about two different types of renewable energy resources: solar and wind.</p> <p>After reading, they will be asked to answer the questions individually on the worksheet.</p> <p>Students then complete the Educational Pathways worksheet where they will see information on three educational/training options (TAFE, online certificate, university) and identify how each provider assists with jobs in renewable energy.</p>	35	35
<p>PART C: Consolidating Knowledge</p> <p>“So What Did You Learn?”: Ask students “So What Did You Learn?” and have them give the class a takeaway from the lesson that will be important to know three years from now? Why?</p>	5	5



Open on your device

Careers In Renewable Energy

Jobs In Renewable Energy

Renewable Energy

From turning on the lights to using our computers, we need energy to make the things around us work. Renewable energy is made from a natural resource that never runs out such as the sun or wind. No matter how much we use the sun or the wind, they will always be there. This is why they are called renewable sources of energy.

Other sources of energy such as coal, gas or oil are not renewable because they are gone permanently once we use them up; they are called fossil fuels. Fossil fuels are burnt in power plants to make electricity, but we later discovered that this was bad for our planet's atmosphere.

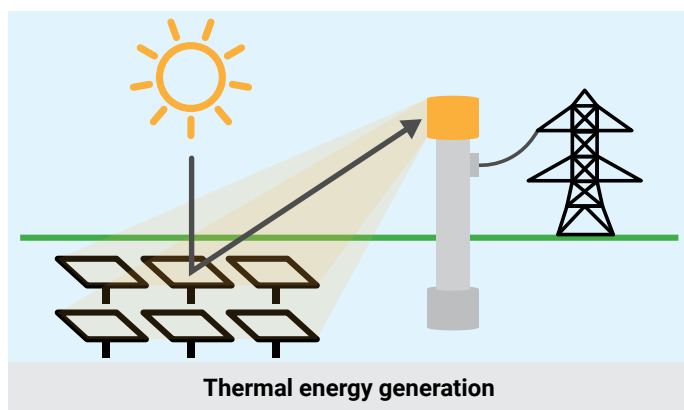
A better solution was needed!

Solar Energy

Solar energy is any energy that is produced from the heat or light of the sun. Since the sun does not run out, it is a renewable source of energy. Australia has excellent exposure to the sun, so lots of people use solar power. You may even have solar panels on your roof!

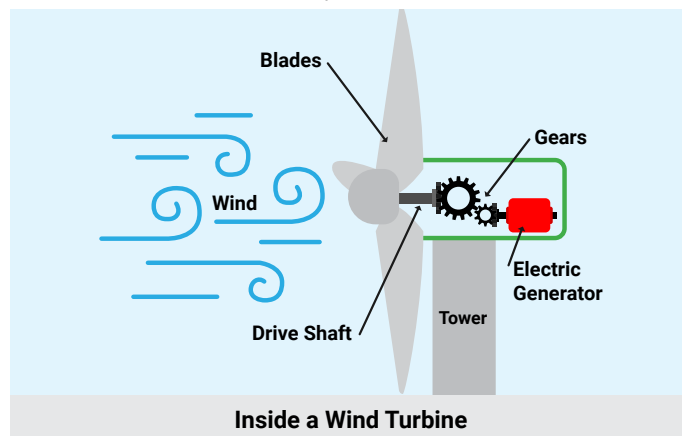
Solar panels are made of solar cells. When the light from the sun hits these cells, electrons flow between the layers of silicon in the cells which creates a current that produces electricity. So, solar panels only work when there is sunlight, but engineers have designed batteries that can store solar power so it can be used when it is needed.

Another form of solar power is called thermal energy. Mirrors are used to direct sunlight onto an area with liquid in it (called a receiver) which turns into steam from the heat. The steam can then be used to power a generator which produces electricity.



Wind Energy

Wind power is made by huge wind turbines on wind farms. The blades on the turbine cause a shaft to spin, which then powers a machine that makes electricity.



Renewable Energy and Jobs in Australia

- By 2030, half of Australia's power will be made from renewable sources which will create 28,000 new jobs.
- Most new jobs in renewable energy will be in constructing and maintaining installations such as turbines and panels.



A wind turbine tower being transported

- Homes and businesses want to be environmentally friendly so there will be a need for more people to work in renewable energy.
- Renewable energy jobs are 'higher-skill' jobs. This means that you will need to have a formal qualification to do these jobs. Other jobs that are 'higher-skill' include managers, technicians and trades workers.
- Jobs in electricity, gas, water and waste services is expected to grow by 4.1% to May 2023.

Renewable Energy Jobs

Some jobs that are involved with renewable energy are:

Electrical Engineers who design, develop and test equipment such as solar panels thermal power stations.

Farmers who can create natural fuels from their waste such as bioethanol. So, farmers can both feed and fuel our communities.

Architects who design energy-efficient buildings that can keep warm or cool, as well as use solar systems to run the building.

Project Managers who organise materials, manage people and ensure project deadlines are met.

Environmental Officers who make sure projects meet environmental standards.

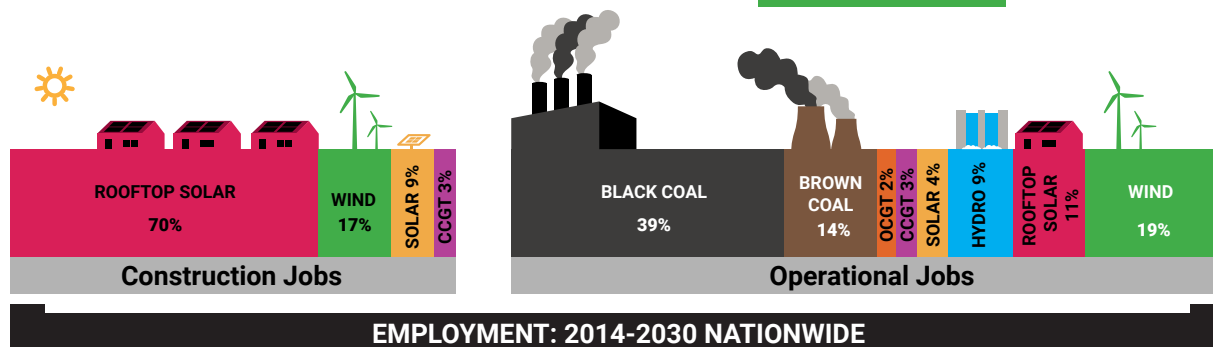
Lawyers who understand renewable energy law to help companies undergoing significant projects.

Careers In Renewable Energy



Jobs In Renewable Energy

50% RENEWABLES BY 2030



Questions

1 Write whether you think you would need to go to University or to TAFE for each job.

- Electrical engineer _____
- Farmer _____
- Architect _____
- Project Manager _____
- Environmental Officer _____
- Lawyer _____

3 Why do you think there will be more jobs in renewable energy in the future?

2 Choose one job from the list and write down what skills or knowledge you would need to do that job.

4 Where do you see renewable energy being used in your community?

Careers In Renewable Energy

Educational Pathways

How can the tertiary education providers help with the skills or qualifications needed for jobs in renewable energy?

- **Electrical Engineer**
- **Architect**
- **Environmental Officer**
- **Farmer**
- **Project Manager**
- **Lawyer**

Tertiary Education Provider

How is this useful for each job?

Massive Open Online Courses (MOOCs)

Description: Open to anyone with a wide range of subjects to choose from.

Mode: Online only

Time: As long as you like

Cost: Free

Outcomes: No formal recognition or certificates



This option may not be enough to gain a job in renewable energy; however, it is a free option to learn more about renewable energy to enable you to decide if it is for you.

TAFE (Technical and Further Education) or Private RTO (Registered Training Organisation)

Description: Hands on, practical learning for trades such as bricklaying, hairdressing, the beauty industry and childcare.

Mode: Online and/or in person

Time: One day to three years

Cost: Can be government subsidised or full-fee paying.

Outcomes: Certificates I, II, III and IV, Diploma and Advanced Diploma.



Practical experience is very important for hands-on jobs like electrical engineering and farming.



TAFE courses are cheaper than university courses and can be done online.

University

Description: Professional learning and research for professions such as doctor, lawyer, architect, teacher.

Mode: Online and/or in person

Time: At least three years' full-time

Cost: HECS (Higher Education Contribution Scheme) where the Government covers your fees until you can pay it back.

Outcomes: Bachelor's degrees, Graduate Diplomas, Master's degrees, PhDs.



A university degree is critical for jobs in fields such as architecture and law because these jobs require lots of knowledge and reading.



While University degrees can cost more, the lifetime earnings of university graduates are typically more than graduates of MOOCs or TAFE.

ACHEK019

Creating A Successful Business In My Town



Estimated time
1 x 45 minute session

Australian Curriculum Focus

I will explore the characteristics of entrepreneurs and successful businesses.

Victorian Careers Curriculum Framework Learning Outcome – Self Development and Career Management

I will identify the skills and characteristics of entrepreneurs.

Regional Focus

This activity will illustrate the importance of innovation in creating a successful business and help students reflect on whether they would like to own their own business one day.

Overview

This activity encourages students to explore and consider the various skills and characteristics of successful entrepreneurs and business owners through the examination of two businesses. They will then work in table groups to develop an idea for a business.

To complement the activity, students will examine some of the educational pathways they could pursue to start and run their own business, such as TAFE, online certification and university.

✓ Curriculum related to employability and careers

✓ Curriculum related to tertiary pathways

Rationale and Learning Intention

This activity was selected to assist students in identifying the characteristics of successful/innovative/engaged individuals and reflect upon their own skills and interests and how they might be useful in their local area. The activity helps address gaps in students' knowledge around the necessary skills and training needed to contribute positively to their community. It encourages students to think about how they might pursue a career that will benefit regional areas.

Australian Curriculum

Strand Knowledge and Understanding

Sub-strand Key inquiry questions

Focus Area Characteristics of entrepreneurs and successful businesses

General Capabilities Personal and Social Capabilities, Literacy, Numeracy, Critical and Creative Thinking, Ethical Understanding

Elaborations

- Investigating successful entrepreneurs and identifying the behaviours and skills that they bring to their business (for example, seeing and taking advantage of an opportunity, establishing a shared vision; demonstrating initiative, innovation and enterprise)
- Observing local businesses to identify factors that contribute to their success (for example, location, quality of service, a high-quality product, sound management practices)

Links to Cross-Curriculum Goals

Sustainability

- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments
- Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts



Resources and Preparation Required

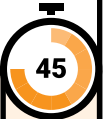
Photocopies



1. **Entrepreneurs And Running A Successful Business** worksheet
2. **Starting Your Own Business** worksheet

There are no IT requirements for this lesson plan

Lesson Plan



PART A: Prior Knowledge

On the whiteboard, students are to brainstorm some of the businesses in their community as well as international businesses.

5

PART B: Learning Activity

In pairs, students will read about one small business owner on the **Entrepreneurs And Running A Successful Business** worksheet:

- **Chris Brown and Alison Pearce, 'Bean Bar You'**
- **Paul Frasca and Ewelina Soroko, 'Sustainable Salons'**

The pairs will be required to answer questions about the business to identify the skills, success factors and challenges in running a business:

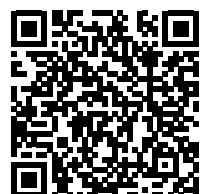
1. **What are some key characteristics of entrepreneurs?**
2. **What are some of the skills and training needed to be a successful entrepreneur?**
3. **What are the challenges an entrepreneur might face?**

20

PART C: Consolidating Knowledge

Jigsaw: Each pair joins with another pair who explored the alternate entrepreneur and they work together to complete the **Starting Your Own Business** worksheet.

20



Open on your device

Creating A Successful Business In My Town

Entrepreneurs And Running A Successful Business

Entrepreneurs are people who own their own business or create new products or services to sell. They often think of innovative products or ways to deliver or sell something that other people haven't thought of before.

Someone wanting to start their own business needs to look at the skills and training required to be successful and entrepreneurs usually have many of these skills:

- **Motivation:** they have a strong passion for what they do and are prepared to fail
- **Vision:** they have a clear idea and focus for their business
- **Creativity:** they have a new idea for a business that makes it unique
- **Focus and Self-Discipline:** they are committed to working toward their dream
- **Problem-solving:** they accept and conquer challenges

Bean Bar You

Chris Brown and Alison Pearce



While living overseas, Chris and Alison came across an innovative service that provided consumers with subscriptions for chocolate. When they moved back to Australia, they noticed there was nothing like this where they lived, so they had a great idea to create a business!

Before they could get started, Chris and Alison had to understand how to start up and run a chocolate business. They looked at things such as costs for packaging and marketing as well as finding out if people would be interested in their idea. They also completed short online courses to help them manage and build their own website.

Afterwards, Chris and Alison started to advertise and push their business further. They also collected feedback from their customers so they could improve. This was valuable information which didn't cost them any money, making it a great strategy in building a business. Chris and Alison have faced many challenges such as working out cheaper international shipping costs and making sure the chocolate they import passes Australian food standards. They also don't have any staff, so Chris and Alison do all the packaging, labelling and marketing themselves.

Sustainable Salons

Paul Frasca and Ewelina Soroko



By age 19, Paul Frasca was running his own salon and winning hairdressing awards. He was also passionate about the environment and decided something had to be done about all the foil, hair and plastic bottles he was throwing out from his salon.

Paul and his partner Ewelina Soroko found out that over one million kilos of foil were sent to landfill every year. So, they began a business called Refoil which supplies salons with aluminium foil made from recycled materials.

Later they created another business, Sustainable Salons, which collects salon waste and takes it to recycling and repurposing plants. The money that they make is then donated to food charities.

To be successful, Paul and Ewelina had to study and research different waste collection places because many only accepted certain materials for recycling and hair wasn't one of them. They also had to resolve the issue of storing the waste before it could be collected.

After some logistical hiccups, the business started to take off. The business has since won several awards and from 2020, Sustainable Salons has 1008 salons across five industries including hairdressing, barbering, beauty/dermal, pet grooming, and a day surgery that have all signed on to their program.

Creating A Successful Business In My Town



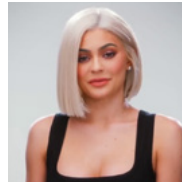
Entrepreneurs And Running A Successful Business



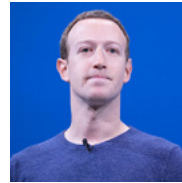
Elon Musk
SpaceX & Tesla
Founder



Oprah Winfrey
Media Executive



Kylie Jenner
Media Personality



Mark Zuckerberg
Facebook Founder



Vera Wang
Fashion Designer

1 What are some key characteristics of entrepreneurs?

2 What are some of the skills and training needed to be a successful entrepreneur?

3 What are the challenges an entrepreneur might face?

Creating A Successful Business In My Town

Starting Your Own Business



Design a Business Logo

Creating A Successful Business In My Town

Starting Your Own Business



Business overview

**Briefly outline your idea. Who will you sell to? Why will people want this product or service?
Where is your business located?**

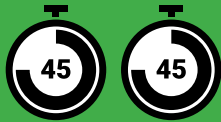
Product/Service

What will you sell/provide to your customers? Include how your customers would access it and how you would advertise it.

Skills/Training

List the skills and training you will need to run your own business. Reflect on what makes a good entrepreneur.

Farming Technologies And Scientific Innovations



Estimated time
2 x 45 minute sessions

Australian Curriculum Focus

I will describe how technology has been applied to modern farming techniques to improve yields and sustainability.

Victorian Careers Curriculum Framework Learning Outcome – Self Development

I will investigate the different scientific knowledge required for the development of farming technology.

Regional Focus

This activity will showcase how technology supports modern farming initiatives and will debunk stereotypes about the farming sector.



Overview

This activity will change students' perspectives on what constitutes modern farming. Students will learn about the complex technologies that support farming today and describe situations where collaboration drove scientists to generate solutions to contemporary issues.

To complement this activity, students will examine some of the educational pathways they could pursue to prepare themselves for modern farming such as: TAFE, online certification and in-person university. They will also identify the different sciences used in occupations and how this is applied practically in the agriculture/farming industry.

- ✓ Curriculum related to employability and careers
- ✓ Curriculum related to tertiary pathways

Rationale and Learning Intention

This activity was selected in response to farming being a key employment sector for regional students. The activity helps address gaps in students' knowledge of the necessary skills and training needed to be a successful farmer in today's age. The activity also links to the importance of education and training to solve problems and how collaboration with people from different fields of experience (engineering, farming, science) can help support the advancement of scientific knowledge.

Students will benefit from mapping out how they might pursue a career in farming and/or science by identifying the skills and pathways required for specific vocations.

Australian Curriculum

Strand Science as a Human Endeavour

Sub-strand Use and Influence of Science

Focus Area People use science understanding and skills in their occupations, and these have influenced the development of practices in areas of human activity

General Capabilities Critical and Creative Thinking, Ethical Understanding, Personal and Social Capabilities

Elaborations

- Understanding how innovation takes place over time
- Scientific progress responds to the needs and priorities of society
- Importance of science in contemporary decision-making and problem-solving
- Science advances through the collaboration of many people
- Introduction to educational pathways, appropriate for Year 8
- Recognition of the necessary education and training pathways to become a modern farmer

Links to Cross-Curriculum Priorities

Sustainability

- Students evaluate technological developments and appreciate that science provides the basis for decision-making in many areas of society and the importance of developing management plans or alternative technologies that minimise effects on the environment



Resources and Preparation Required

Photocopies



1. Science On The Farm worksheet
2. Would You Be A Farmer? Worksheet

IT required



Lesson 2 includes watching a clip from ABC Education. A smartboard or projector with internet connection is required.

Link: <https://education.abc.net.au/home#!/media/2408668/developing-robotic-farm-machinery>

Lesson Plan



Session 1



PART A: Prior Knowledge

On the whiteboard, students are to brainstorm some of the technology they use or have seen that helps them complete tasks more efficiently e.g. washing machine, kettle, tractor, calculator. Students should be made aware that these technologies are possible due to scientific innovation.

5

PART B: Learning Activity

The teacher distributes one **Science On The Farm** worksheet per student.

As a class, the teacher will select students to read a paragraph each aloud and explain the key terminology via reciprocal reading. The teacher should encourage students to follow along with the reading and underline key words they do not understand.

15

The **Science On The Farm** worksheet highlights how two technological advancements have revolutionised farming:

- **Aerial Crop Imaging**
- **Autonomous Robots: Agbots**

PART C: Learning Activity

The teacher then gives the class 15 minutes to complete the worksheet individually. Students will answer questions arising from the text and also reflect on their own interests and skills and how innovation helps modern farmers.

15

PART D: Consolidate Knowledge

“So What Did You Learn?”: Ask students “So What Did You Learn?” and have them give the class a takeaway from the lesson that will be important to know three years from now. Why?

10

Session 2



PART A: Prior Knowledge

Students are to watch “Developing Robotic Machinery” (4 mins 40 secs)



<https://education.abc.net.au/home#!/media/2408668/developing-robotic-farm-machinery>

15

On the whiteboard, students are to brainstorm the skills and knowledge required to be a modern farmer.

PART B:

Working individually on the **Would You Be A Farmer?** worksheet, students explore the skills and knowledge farmers will need to be future-ready and where these skills will be taught including the subjects at school that might be useful.

15

The final part of the worksheet asks students to create a chart that lists their own interests and hobbies that could be enhanced by the use of some technological innovation.

PART C: Consolidate Knowledge

Jigsaw: Students will share their chart from Question 4 of the Would you be a farmer? worksheet with the student next to them to demonstrate to each other how innovation can occur (and does occur) all around them.

15



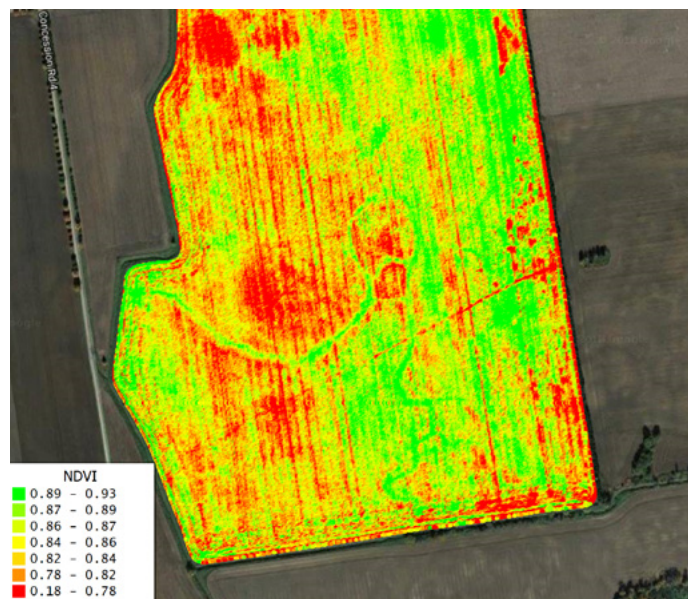
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Farming Technologies And Scientific Innovations

Science On The Farm

Aerial Crop Imaging

Aerial crop imaging involves taking photos of land from high above. Farmers use a drone that can fly to take photographs of the land. The drone is controlled by a computer and remote control which means farmers move the drone wherever they like and take as many pictures as they like.



The camera

The special cameras used for aerial crop imaging take very detailed photos because of multispectral resolution. For example, your smartphone camera is not multispectral because it can only capture certain colours. Multispectral cameras use a technology that can capture much more colour, even light that you cannot see with the naked eye.

The drone

A drone is an unmanned aerial vehicle that is run by a computer rather than a pilot. Previously, farmers used to have to hire pilots to fly over their land to take images or spray chemicals. Now, with drone technology, farmers do not need pilots, rather they can simply control their drone using a computer in their office or an app on their smartphone.

Drones are also smart. They have sensors and computers and can move if they sense something, like a tree, is in their way. They can also relay information while they are still in the air, so the farmer can decide where they would like their drone to fly.

How is this technology useful?

When farmers check images taken by a multispectral camera, they can see which crops are under stress (from things like bugs, weeds, poor sunlight) so they can tend to them before their condition worsens. This also means that instead of spraying chemicals on all their crops, farmers can target those that need it, which can save them money. This also helps them to be environmentally friendly because it reduces the over-spraying of chemicals on plants that could end up in the atmosphere or in waterways.

Autonomous Robots: Agbots

Autonomous robots in agriculture are called Agbots and are machines that do repetitive tasks for farmers. The word 'autonomous' means being able to look after yourself and this is what Agbots can do once they are programmed.

Computer and Machine Vision

Harvesting and picking are some of the most common jobs for Agbots. But how can a robot tell if the fruit is ripe? Engineers have figured out how to give their robots 'eyes' which is called 'machine vision'. This involves the robot taking pictures of every surface of the fruit to work out its colour quality, weight, and even if it has a disease. Farmers can program their robots so they pick/harvest exactly what the farmer wants. Agbots are super-fast. They can scan and sort through 18,000 tiny coffee beans in about 3 minutes. That's about 50 beans a second!



How is this technology useful?

Some uses of Agbots include:

- Livestock Mustering: Robots that can herd and monitor livestock on large stations. They can check that the livestock is healthy and have a large enough area on which to graze.
- Weeding: Robots that can navigate a farm and target sprays of herbicides to eliminate weeds.
- Nursery Automation: Robots that can move plants around large greenhouses.
- Harvesting: Robots that can identify fruit and grasp them without damaging them.
- Planting and Seeding: Robots with 3D vision that can accurately plant and seed crops for the best growth.

Agbots can save farmers time and money because they reduce the need for farmers to employ additional workers. This doesn't mean that farmers will no longer be needed, but their jobs are changing because Agbots will always need technicians to program them and maintain them, so the job of a farmer is quickly changing to a more science- and engineering-based one.

Farming Technologies And Scientific Innovations



Science On The Farm

Read the information on aerial crop imaging and Agbots and answer the following questions.

1 List some of the skills and knowledge you would need to design:

Drones and Multispectral Cameras:

Agbots:

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2 Why do you think these new technologies were created? Who do you think wanted them to be invented?

Drones and Multispectral Cameras:

Agbots:

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
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3 How have these scientific innovations helped modern farmers?

Drones and Multispectral Cameras:

Agbots:

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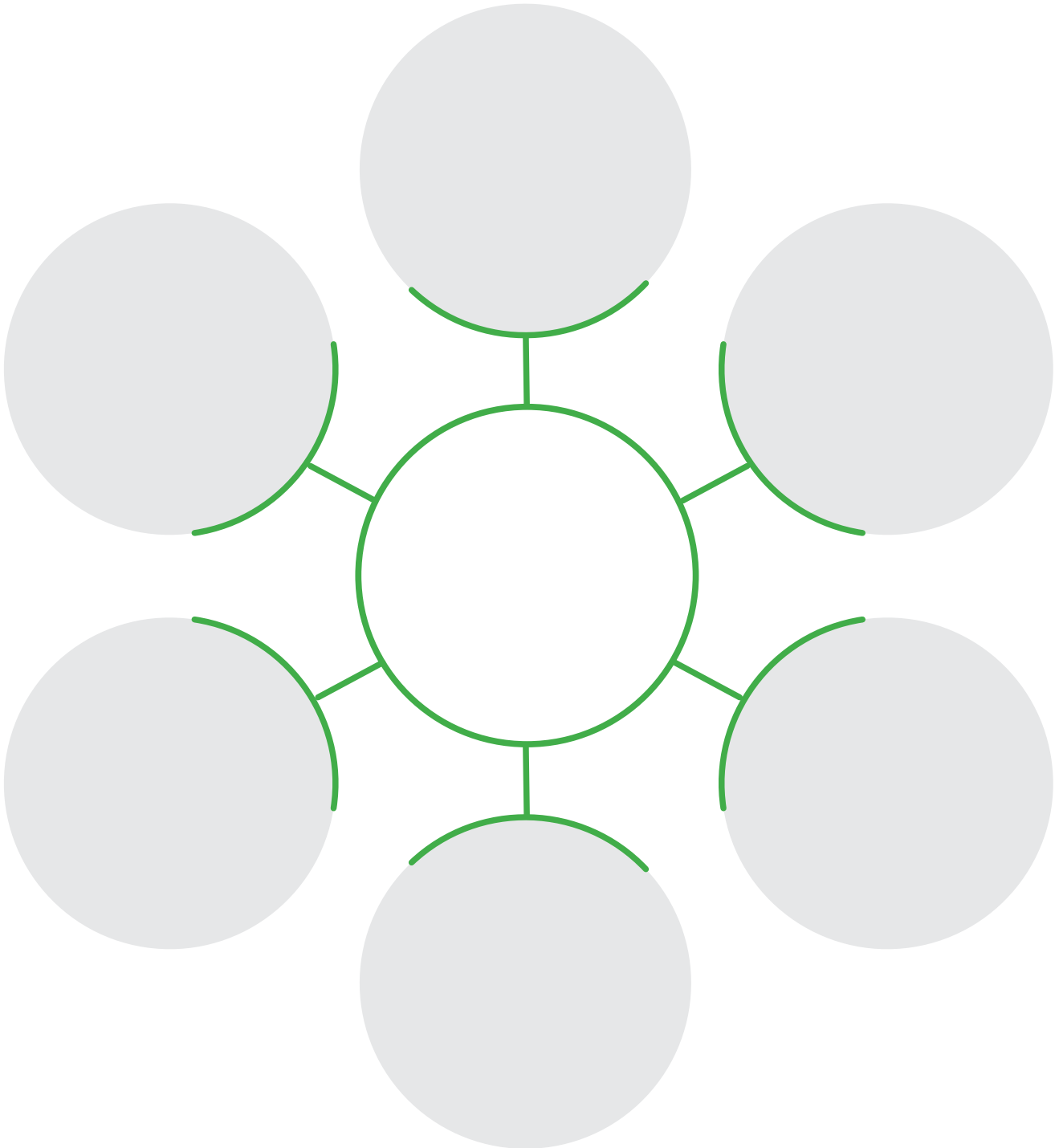
Does this sound like a job you would like to do?

Farming Technologies And Scientific Innovations



Would You Be A Farmer?

4 Think about something that really interests you, like a hobby that you enjoy (computer games, Lego, bike-riding, reading, playing sport). Write your hobby in the circle below and brainstorm some innovations that would make your hobby even better!



ACHGK052

Looking After Our Parks And Wetlands



Estimated time
1 x 45 minute session

Australian Curriculum Focus

I will examine ways of protecting significant landscapes

Victorian Careers Curriculum Framework Learning Outcome - Career Exploration

I will explore pathways and careers related to conservation and sustainability

Regional Focus

This activity will showcase the importance of landscape management to indigenous peoples and the pathways and roles of various individuals in the sector



Overview

In this activity, students will be asked to consider the various skills and characteristics of park rangers. Students will work in table groups to read the profiles of park rangers and answer the questions provided.

To complement the activity, students will examine some of the educational pathways they could pursue to prepare themselves for careers related to conservation and sustainability such as: TAFE, online certification and in-person university.

✓ Curriculum related to employability and careers

✓ Curriculum related to tertiary pathways

Rationale and Learning Intention

This activity was selected to highlight ecotourism as a growing employment sector in regional areas and its importance to the protection of significant places. The activity is particularly relevant to Aboriginal and Torres Strait Islander students who show interest in the conservation of their heritage places, connection to Country and educating others about their culture. Additionally, the activity will also expose students to higher education and the pathways required for an area which they may not have considered.

Australian Curriculum

Strand Geographical Knowledge and Understanding

Sub-strand Key Inquiry Questions

Focus Area Landforms and Landscapes

General Capabilities Ethical understanding, Literacy, Personal and Social Capability, Numeracy, Critical and Creative Thinking, Intercultural understanding

Elaborations

- Identifying the contribution of Aboriginal and Torres Strait Islander knowledge to the use and management of landforms and landscapes

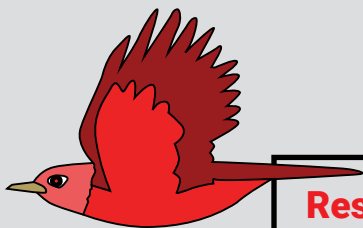
Links to Cross-Curriculum Goals

Sustainability

- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments
- Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments

Aboriginal and Torres Strait Islander Histories and Cultures

- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place



Resources and Preparation Required

Photocopies



1. Working In Parks And Wetlands worksheet
2. Could You Work In Parks Or Wetlands? worksheet

There are no IT requirements for this lesson plan

Lesson Plan



PART A: Prior Knowledge

On the whiteboard, students are to brainstorm some of the jobs they think may be related to parks and wetlands.

5

PART B:

The class is split into five groups of five students. Each group is given one persona from the **Working In Parks And Wetlands** worksheet.

Within each group, students are to organise their roles:

- **Reader (Reads the worksheet to the rest of the team)**
- **Discussion Director (Leads the discussion to formulate answers)**
- **Scribe (Writes answers)**
- **Timekeeper (Keeps the team on track)**
- **Reporter (Presents answers to the class)**

The group reads and answers questions on the worksheet.

20

PART C:

The group's reporter then introduces their persona and presents their answers to the class. While the groups are presenting, the teacher creates a word splash on the whiteboard of the key skills, qualifications, motivations and roles of the five personas.

15

PART D: Consolidating Knowledge

Looking at the teacher's word splash, students are to reflect on their thoughts about working in parks and wetlands by completing the **Could You Work In Parks Or Wetlands?** worksheet.

5



Open on your device

Looking After Our Parks And Wetlands

Working In Parks And Wetlands

People who work in parks and wetlands are responsible for supervising and protecting national parks and other outdoor land areas. They make sure that visitors are safe and respect the landscape. There are many jobs in parks and wetlands such as:

- **Rangers**
 - **Horticulturalists**
 - **Conservationists**
 - **Tour guides**
 - **Cultural and Heritage Managers**
 - **Indigenous Consultants**
 - **Scientists**
-

You will now read about the people that work in a park or wetland and report your answers back to the class.

Step 1: Organise your group into the following roles (write their name):



Reader (Reads the worksheet to the rest of the team) _____



Discussion Director (Leads the discussion to formulate answers) _____



Scribe (Writes answers) _____



Timekeeper (Keeps the team on track) _____



Reporter (Presents answers to the class) _____

Step 2: The group's Reader now reads their allocated story.

Step 3: The Discussion Director now helps the group answer the questions and the Scribe writes the group's answers. The timekeeper needs to make sure the group stays on task!

Step 4: It's showtime! The group's reporter now comes to the front of the class and reads out your answers.

Looking After Our Parks And Wetlands



Working In Parks And Wetlands

Trent Nelson



Trent works for Parks Victoria at Leanganook/Mt Alexander Regional Park as the Dja Dja Wurrung Ranger Team Leader. He holds a Certificate IV qualification in Aboriginal Culture Heritage Management from La Trobe University.

Trent is a proud Yorta Yorta-Dja Dja Wurrung man and shares the stories of his ancestors with visitors to the park, because Leanganook is a sacred ceremonial area for the Dja Dja Wurrung people.

He has many roles, which include taking school groups on educational tours around his Country.

“We get to take a lot of school groups out on Country and show them Country and our way, in Dja Dja Wurrung way, and share our story and education. For our ancestors, we have a lot of stories that connect us here.”

Trent explains that he truly feels at home on Country and sharing his respect for the landscape with visitors is important to his identity and to make connections to his old people. “For us this place is important because we need to protect our cultural heritage sites as well because they’re storylines that we can educate the wider community and it supports our families as well and their identity.”

“For me connecting with Country is really important because it’s in my bloodlines. All my stories, all my connection, my culture is actually out here in the landscape”.



Read the story about Trent and answer the following questions

1 A skill is something you are good at. What kind of skills do you think Trent has?

2 List two of Trent’s achievements. Does he have a tertiary qualification? (A tertiary qualification is a degree or certificate from a university or TAFE).

3 What motivates Trent to work as a Park Ranger?

4 What sorts of things (roles) does Trent do as part of his job?

5 What subjects might you have to do at school to work in a park or wetland?

Looking After Our Parks And Wetlands

Working In Parks And Wetlands

People who work in parks and wetlands are responsible for supervising and protecting national parks and other outdoor land areas. They make sure that visitors are safe and respect the landscape. There are many jobs in parks and wetlands such as:

- **Rangers**
 - **Horticulturalists**
 - **Conservationists**
 - **Tour guides**
 - **Cultural and Heritage Managers**
 - **Indigenous Consultants**
 - **Scientists**
-

You will now read about the people that work in a park or wetland and report your answers back to the class.

Step 1: Organise your group into the following roles (write their name):



Reader (Reads the worksheet to the rest of the team) _____



Discussion Director (Leads the discussion to formulate answers) _____



Scribe (Writes answers) _____



Timekeeper (Keeps the team on track) _____



Reporter (Presents answers to the class) _____

Step 2: The group's Reader now reads their allocated story.

Step 3: The Discussion Director now helps the group answer the questions and the Scribe writes the group's answers. The timekeeper needs to make sure the group stays on task!

Step 4: It's showtime! The group's reporter now comes to the front of the class and reads out your answers.

Looking After Our Parks And Wetlands



Working In Parks And Wetlands

Edena Critch



Edena is the Area Chief Ranger for Waterways at Parks Victoria. In her job, Edena manages a team of nine Rangers that look after the navigational waters of the Maribyrnong and Yarra Rivers, which includes events such as Moomba and rowing events, management of several litter traps, educational programs, asset maintenance of vessel landings and land parks, such as Herring Island. Emergency management is also a role that Edena undertakes and is trained for response to fire, flood and also marine incidents such as oil spills and recovery of navigational hazards.

To become a park ranger, Edena went to university and completed a Bachelor of Applied Science in Environmental Science in 1992 and while working at Williamstown managing marine parks decided to return to university in 2002 and completed a Graduate Diploma of Coastal Zone Management.

When Edena first graduated from university she started working as a Park Ranger at Brimbank Park where she undertook Junior Ranger programs, event management, weed and revegetation works including fire management. Edena was never a great student and failed Year 12 only passing two subjects, biology and environmental science (too much horse riding and tree climbing). Edena found a passion in the environment and especially plant biology thanks to her grandfather who was a Scout leader and loved the outdoors and native orchids. It was this passion that pushed Edena into the field of environmental science and to go back to school to complete Year 12 and get accepted into University.



Read the story about Edena and answer the following questions

1 A skill is something you are good at. What kind of skills do you think Edena has?

2 List two of Edena’s achievements. Does she have a tertiary qualification? (A tertiary qualification is a degree or certificate from a university or TAFE).

3 What motivates Edena to work as an Area Manager?

4 What sorts of things (roles) does Edena do as part of her job?

5 What subjects might you have to do at school to work in a park or wetland?

Looking After Our Parks And Wetlands

Working In Parks And Wetlands

People who work in parks and wetlands are responsible for supervising and protecting national parks and other outdoor land areas. They make sure that visitors are safe and respect the landscape. There are many jobs in parks and wetlands such as:

- **Rangers**
 - **Horticulturalists**
 - **Conservationists**
 - **Tour guides**
 - **Cultural and Heritage Managers**
 - **Indigenous Consultants**
 - **Scientists**
-

You will now read about the people that work in a park or wetland and report your answers back to the class.

Step 1: Organise your group into the following roles (write their name):



Reader (Reads the worksheet to the rest of the team) _____



Discussion Director (Leads the discussion to formulate answers) _____



Scribe (Writes answers) _____



Timekeeper (Keeps the team on track) _____



Reporter (Presents answers to the class) _____

Step 2: The group's Reader now reads their allocated story.

Step 3: The Discussion Director now helps the group answer the questions and the Scribe writes the group's answers. The timekeeper needs to make sure the group stays on task!

Step 4: It's showtime! The group's reporter now comes to the front of the class and reads out your answers.

Looking After Our Parks And Wetlands



Working In Parks And Wetlands

Isobelle Campbell



Isobelle Campbell is a Nganguraku woman and works as a conservationist, heritage manager and consultant at Ngaut Ngaut Conservation Park in South Australia.

She leads conservation and land management workshops and works together with universities and governments to develop land and heritage programs. Isobelle also shares stories and knowledge at local schools so students can see the part they can play in respecting and looking after Country.

Isobelle has led projects at Sugar Shack Wetland Complex and Ngaut Ngaut Conservation Park to re-establish vegetation and animals as well as restore the wetlands. She is also the first Aboriginal Conservation Park warden in South Australia.

Isobelle works hard to create, find, and develop opportunities to which her community can contribute in the management of the land and water of their Country. Isobelle leads by example and is committed to caring for Country and motivating and involving the broader community to embrace and respect cultural values.



Read the story about Isobelle and answer the following questions

1 A skill is something you are good at. What kind of skills do you think Isobelle has?

2 List two of Isobelle's achievements. Does she have a tertiary qualification? (A tertiary qualification is a degree or certificate from a university or TAFE).

3 What motivates Isobelle to work as a Conservationist?

4 What sorts of things (roles) does Isobelle do as part of her job?

5 What subjects might you have to do at school to work in a park or wetland?

Looking After Our Parks And Wetlands

Working In Parks And Wetlands

People who work in parks and wetlands are responsible for supervising and protecting national parks and other outdoor land areas. They make sure that visitors are safe and respect the landscape. There are many jobs in parks and wetlands such as:

- **Rangers**
 - **Horticulturalists**
 - **Conservationists**
 - **Tour guides**
 - **Cultural and Heritage Managers**
 - **Indigenous Consultants**
 - **Scientists**
-

You will now read about the people that work in a park or wetland and report your answers back to the class.

Step 1: Organise your group into the following roles (write their name):



Reader (Reads the worksheet to the rest of the team) _____



Discussion Director (Leads the discussion to formulate answers) _____



Scribe (Writes answers) _____



Timekeeper (Keeps the team on track) _____



Reporter (Presents answers to the class) _____

Step 2: The group's Reader now reads their allocated story.

Step 3: The Discussion Director now helps the group answer the questions and the Scribe writes the group's answers. The timekeeper needs to make sure the group stays on task!

Step 4: It's showtime! The group's reporter now comes to the front of the class and reads out your answers.

Looking After Our Parks And Wetlands



Working In Parks And Wetlands

Callie Nickolai



Callie Nickolai is a Wetland Manager for the South Australia Murray-Darling Basin. After finishing Year 12, Callie went to university and completed a Bachelor of Natural Resource Management as well as a Certificate IV in Ecotourism. As a student, she enjoyed going on work experience which included tracking bilbies at Roxby Downs.

As a Wetland Manager, Callie monitors fish, frogs, vegetation, birds, water quality and groundwater by tracking and collecting samples. She also works with community groups, volunteers and other people who are interested in conserving wetlands. She recently won the Jane Gillooly Memorial Award which provides funding for her to learn about different management techniques.

Callie has seen the Murray-Darling wetlands go through drought as well as flooding rains. When the wetlands flooded, large numbers of water birds returned which is rare in managed wetlands. She also witnessed a southern bell frog eat another southern bull frog! She loves being outdoors and loves learning about new ways to look after the environment.



Read the story about Callie and answer the following questions

1 A skill is something you are good at. What kind of skills do you think Callie has?

2 List two of Callie's achievements. Does she have a tertiary qualification? (A tertiary qualification is a degree or certificate from a university or TAFE).

3 What motivates Callie to work as a Wetland Manager?

4 What sorts of things (roles) does Callie do as part of her job?

5 What subjects might you have to do at school to work in a park or wetland?

Looking After Our Parks And Wetlands


Working In Parks And Wetlands


People who work in parks and wetlands are responsible for supervising and protecting national parks and other outdoor land areas. They make sure that visitors are safe and respect the landscape. There are many jobs in parks and wetlands such as:

- **Rangers**
 - **Horticulturalists**
 - **Conservationists**
 - **Tour guides**
 - **Cultural and Heritage Managers**
 - **Indigenous Consultants**
 - **Scientists**
-

You will now read about the people that work in a park or wetland and report your answers back to the class.

Step 1: Organise your group into the following roles (write their name):

 **Reader** (Reads the worksheet to the rest of the team) _____

 **Discussion Director** (Leads the discussion to formulate answers) _____

 **Scribe** (Writes answers) _____

 **Timekeeper** (Keeps the team on track) _____

 **Reporter** (Presents answers to the class) _____

Step 2: The group's Reader now reads their allocated story.

Step 3: The Discussion Director now helps the group answer the questions and the Scribe writes the group's answers. The timekeeper needs to make sure the group stays on task!

Step 4: It's showtime! The group's reporter now comes to the front of the class and reads out your answers.

Looking After Our Parks And Wetlands



Working In Parks And Wetlands

Amanda Morgan



Amanda Morgan is a Ranger at the Calperum Station wetland system in South Australia. After working in several other jobs, Amanda went to TAFE and completed Certificates II and III in Conservation and Land Management and a Certificate III in Horticulture. To work in a wetland area, she also had to get a boat licence.

Amanda is responsible for managing the nursery that produces native plant seedlings for revegetation programs. On a day-to-day basis, she works in a glasshouse, growing and propagating a range of plants and trees that are planted across the station. She is also involved in other tasks on Calperum Station such as weeding and pest control, grading roads and collecting seeds for propagation.

She's also been involved in setting up pitfall traps that humanely catch live animals. The rangers count and identify captured animals before releasing them back into the wild and the information is used to monitor biodiversity levels. She is passionate about restoring and maintaining the natural habitat of the wetland.



Read the story about Amanda and answer the following questions

1 A skill is something you are good at. What kind of skills do you think Amanda has?

2 List two of Amanda's achievements. Does she have a tertiary qualification? (A tertiary qualification is a degree or certificate from a university or TAFE).

3 What motivates Amanda to work as a Ranger?

4 What sorts of things (roles) does Amanda do as part of her job?

5 What subjects might you have to do at school to work in a park or wetland?

ACHCK066

Preserving And Promoting Heritage



Estimated time
1 x 45 minute session

Australian Curriculum Focus

I will examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian.

Victorian Careers Curriculum Framework Learning Outcome – Career Exploration

I will explore various pathways and careers related to heritage management.

Regional Focus

This activity will expose students some of the jobs associated with tourism via the heritage management sector.



Overview

In this lesson, students use the 'think, pair, share' strategy to identify the key features of heritage places and introduce some jobs associated with this sector. Students will work in pairs to identify the different types of heritage places while also reflecting on the community around them. At the end of the activity, each pair will form a team with another pair and explore their answers together.

- ✓ Curriculum related to employability and careers
- ✓ Curriculum related to tertiary pathways

Rationale and Learning Intention

This activity was selected to highlight tourism (through the management of heritage places) as a burgeoning employment sector in regional areas. The activity is particularly relevant to Aboriginal and Torres Strait Islander students who show interest in the conservation of heritage places, connection to Country and educating others about their culture.

Australian Curriculum

Strand Knowledge and understanding

Sub-strand Citizenship, diversity and identity

Focus Area Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian

General Capabilities Intercultural Understanding, Literacy, Numeracy, Critical and Creative Thinking, Personal and Social Capabilities, Ethical Understanding

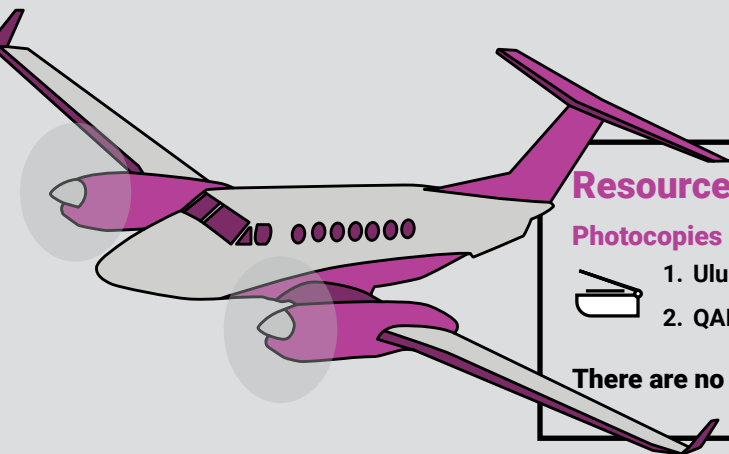
Elaborations

- Examining contemporary influences on the shaping of Australian national identity, such as the natural environment, immigration, attitudes to Asia and Reconciliation between Aboriginal and Torres Strait Islander Peoples and other Australians

Links to Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place
- Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways



Resources and Preparation Required

Photocopies

- 1. Uluru-Kata Tjuta National Park worksheet
- 2. QANTAS Hangar worksheet

There are no IT requirements for this lesson plan

Lesson Plan



PART A: Prior Knowledge

(Think): On the whiteboard, students are to brainstorm their idea of heritage. Prompt: What is heritage? Where have you heard this word?

5

PART B: Learning Activity

(Pair) The class is split into pairs and each pair is given either the **Uluru-Kata Tjuta National Park** worksheet or the **QANTAS Hangar** worksheet.

The teacher is to read out the instructions from the worksheet and then each pair is to complete the worksheet.

(Share) The last part of the worksheet requires pairs to team up with another pair that worked on the alternate heritage site and fill in a table to compare the sites.

30

PART C:

Exit cards: The teacher asks each pair to reveal their answer to Question 6. Sharing this information with their teacher is their exit card.

10



Open on your device

Preserving And Promoting Heritage



Uluru-Kata Tjuta National Park

Australia's Heritage Sites

Heritage sites in Australia are places where important things (such as ceremonies and achievements) have taken place as well as landmarks and structures that are unique and important to people.

Heritage sites are protected by law in Australia and you can find a list of them if you google "Australia's National Heritage List Australia". This list is made up of different types of heritage sites, but remember some places can be more than one type of site:

- **Natural Heritage Places such as landscapes and waterways**
- **Indigenous Places such as places of spiritual importance to indigenous Australians**
- **Historic Places such as places where important events took place**

You will now work in pairs to read about a heritage site and answer the questions below. After this, you will team up with another pair of students who did the QANTAS Hangar activity and compare your answers.



Step 1: As a pair, read together the information about Uluru-Kata Tjuta National Park.

Uluru-Kata Tjuta National Park



Uluru is a 340-metre high, red rock situated in the Uluru-Kata Tjuta National Park in the Northern Territory. It is so massive that it takes over three hours to walk around it!

The National Park is home to a number of native animals such as kangaroos, dingoes, bats, and reptiles and over 150 different types of birds. There have also been sightings of rare mammals such as the hairy-footed dunnart, the sandhill dunnart and the mulgara. Because of its dry, arid environment, Uluru is the perfect habitat for more lizard species than anywhere else in the world. Here, you can find Australia's largest reptile, the perentie, which can grow up to 2.5 metres long!

Uluru is an important space for its traditional owners, the Anangu people. Their rich culture and knowledge is expressed through rock art and stories, especially of Tjukuritja, who journeyed across the land and created the local law called Tjukurpa.

The Anangu people today still uphold the traditions, beliefs and laws that were created by their ancient ancestors and have maintained the land and kept it healthy. Much damage, however, has been caused by tourists climbing and trampling through the National Park. The Anangu people now work together with park rangers and scientists to protect and look after the land, plants and animals as well as work on fire, weed and feral animal management. Other workers such as Indigenous consultants take people on tours and share their knowledge about the landscape.



Step 2: As a pair, answer the following questions.

1 What type of heritage site is Uluru-Kata Tjuta National Park?

2 List two reasons why Uluru-Kata Tjuta National Park is a heritage site:

1. _____

2. _____

Preserving And Promoting Heritage



Uluru-Kata Tjuta National Park

3 How is Uluru-Kata Tjuta National Park looked after?

5 What role do you think scientists play in looking after Uluru-Kata Tjuta National Park?

4 Explain why someone might want to visit Uluru-Kata Tjuta National Park

6 If you were a tour guide, list three places you would show tourists in or around your town. Why?

1. _____

2. _____

3. _____



Step 3: Now join up with a pair who looked at the QANTAS Hangar and combine your answers to complete the table below:

	Uluru-Kata Tjuta National Park	QANTAS Hangar
Where is it?		
What type of heritage site is it?		
List some jobs that are done at the site?		
Provide one reason why the site is important		
Provide one fact about the site		

Preserving And Promoting Heritage



QANTAS Hangar

Australia's Heritage Sites

Heritage sites in Australia are places where important things (such as ceremonies and achievements) have taken place as well as landmarks and structures that are unique and important to people.

Heritage sites are protected by law in Australia and you can find a list of them if you google "Australia's National Heritage List Australia". This list is made up of different types of heritage sites, but remember some places can be more than one type of site:

- **Natural Heritage Places such as landscapes and waterways**
- **Indigenous Places such as places of spiritual importance to indigenous Australians**
- **Historic Places such as places where important events took place**

You will now work in pairs to read about a heritage site and answer the questions below. After this, you will team up with another pair of students who did the Uluru-Kata Tjuta National Park activity and compare your answers.



Step 1: As a pair, read together the information about the QANTAS Hangar, Longreach.

QANTAS Hangar, Longreach



The QANTAS hangar in Longreach is the home of Australian aviation. It is located in remote Queensland, about 700 kilometres from the coast.

From here Australia's first public air service called the Queensland and Northern Territory Aerial Services Ltd (QANTAS), took to the skies for the first time. On the 2nd of November 1922, QANTAS made its first scheduled airmail and passenger service; the 930-kilometre route from Charleville to Cloncurry, flown in two stages with an overnight stop in Longreach. The hangar at Longreach is also important because it supplied the first aircraft for the Aerial Medical Service, now known as the Royal Flying Doctor Service.

Today, the hangar is part of a museum complex called the 'QANTAS Founders Museum' which is responsible for looking after it. Tour guides from the museum take visitors around the hangar and inside some of the old aeroplanes. Visitors can also see technicians working on aeroplanes and schools can visit to learn more about Australia's first air service.

The museum is also responsible for looking after hundreds of artefacts related to the history of QANTAS. Curators make sure all the artefacts are safe, kept in good condition and they also update the museum's displays. There is also a restaurant and gift shop!



Step 2: As a pair, answer the following questions.

1 What type of heritage site is the QANTAS Hangar?

2 List two reasons why the QANTAS Hangar is a heritage site:

1. _____

2. _____

Preserving And Promoting Heritage

QANTAS Hangar



3 How is the QANTAS Hangar looked after?

5 What role do you think curators play in looking after the QANTAS Hangar?


4 Explain why someone might want to visit the QANTAS Hangar

6 If you were a tour guide, list three places you would show tourists in or around your town. Why?

1. _____

2. _____

3. _____

 **Step 3:** Now join up with a pair who looked at Uluru-Kata Tjuta National Park and combine your answers to complete the table below:

	Uluru-Kata Tjuta National Park	QANTAS Hangar
Where is it?		
What type of heritage site is it?		
List some jobs that are done at the site?		
Provide one reason why the site is important		
Provide one fact about the site		

ACHCK062

Careers That Work For The Community



Estimated time
1 x 45 minute session

Australian Curriculum Focus

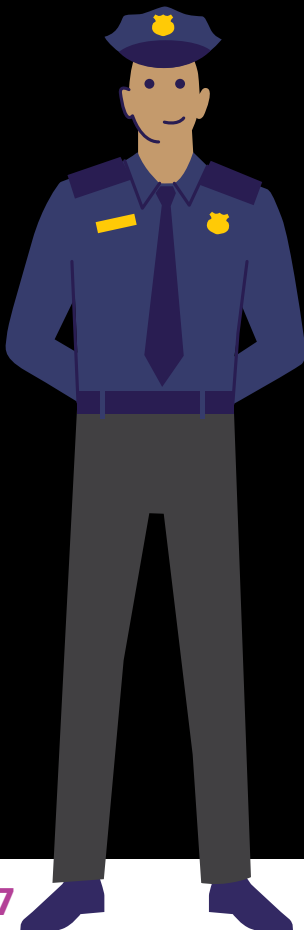
I will explore the different ways that citizens can support Australia's democracy through their working lives

Victorian Careers Curriculum Framework Learning Outcome – Career Exploration

I will learn about the various pathways and careers in the legal and political fields

Regional Focus

This activity highlights jobs that support democracy on a regional level



Overview

In this activity, students will look at one job in the justice system (police officer) and one in the legal system (lawyer) to evaluate the different ways these individuals contribute to the betterment of Australian society.

To complement the activity, students will examine some of the educational pathways and skills required for these occupations and reflect on their own skills and interests to consider whether a career in this sector interests them.

✓ Curriculum related to employability and careers

✓ Curriculum related to tertiary pathways

Rationale and Learning Intention

The justice sector is one of Australia's largest employers in regional areas. This activity acknowledges this trend by encouraging students to widen their understanding about the diversity of jobs within the sector. The activity helps address gaps in students' knowledge around the necessary skills and training needed to hold a career in justice and community safety and also assess their own skills and characteristics to determine how they may find employment in this area. The activity also encourages students to think about how they might pursue a career that will benefit regional areas.

Australian Curriculum

Strand Knowledge and Understanding

Sub-strand Government and Democracy

Focus Area How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action

General Capabilities Critical and Creative, Personal and Social Capability, Ethical Understanding

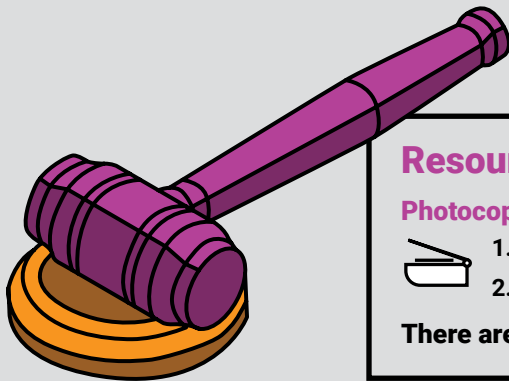
Elaborations

- Exploring the different ways that citizens can participate in and support Australia's democracy through their working lives, such as by serving in the armed services or as a reservist, teaching, representing Australia abroad as a diplomat or aid worker, or joining the police service or the public service

Links to Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

- The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally



Resources and Preparation Required

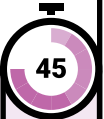
Photocopies



1. Natasha Freeman And Terri Janke worksheet
2. Working For The Community worksheet

There are no IT requirements for this lesson plan

Lesson Plan



PART A: Prior Knowledge

On the whiteboard, students are to brainstorm law/justice careers and other jobs that assist in maintaining a just society. Prompts include police officers, lawyers, local councilors/politicians, activists, volunteers.

5

PART B: Learning Activity

Hand out the **Natasha Freeman and Terri Janke** worksheet to students who are arranged in pairs.

As a class, the teacher will select students to read a paragraph each aloud and explain key terminology via reciprocal reading. The teacher should encourage students to follow along with the reading and underline key words they do not understand.

Students will read about:

- **Natasha Freeman, Tasmanian Police Inspector**
- **Terri Janke, Lawyer**

After reading, students will be grouped in pairs to complete the worksheet. They will explore key information relating to the education, skills and achievements of a lawyer and police officer.

20

PART C: Consolidating Knowledge

As a reflective activity, students will individually complete the **Working For The Community** worksheet about:

- **a Lawyer**
- **a Police Officer**

After reading about each career, students are required to choose the one that appeals to them the most and complete an activity that highlights the pathway to that career.

20



Open on your device

Careers That Work For The Community



Natasha Freeman And Terri Janke

Natasha Freeman

Police Inspector



Natasha is a Police Inspector in Tasmania. She graduated from the Tasmania Police Academy and joined the police service in 1998 when she was 18 years old.

After 10 years as a police officer, Natasha was promoted to sergeant where she led front-line and investigative teams before

being promoted to Inspector. Taking this next step gave Natasha new opportunities to make her community and roads safer. She has had many notable experiences in her career including travelling to the Solomon Islands on a peace keeping mission in which she contributed to building the capability of local police officers and supporting community safety initiatives.

Dr Terri Janke

Lawyer



Terri is an expert Indigenous Cultural and Intellectual Property lawyer. She graduated from the University of New South Wales with a law degree and was admitted into practice in 1995. Terri was Awarded a PhD from ANU in 2019 and is a trained mediator and graduate of the Australian Institute of Company Directors.

Terri is also the owner of 'Terri Janke and Company', a wholly Indigenous-owned law firm founded in 2000.

Her law firm specialises in Indigenous cultural and intellectual property and business law and is the largest and oldest Indigenous law firm in Australia.

Terri is a recipient of prestigious awards such as NAIDOC Indigenous Person of the Year 2011, National Indigenous Legal Professional of the Year 2012 and the AFR Women of Influence 2013.



Read Natasha Freeman's and Terri Janke's stories. Both of them are involved in the justice system but in different ways.

1 Compare Natasha's qualifications to Terri's. What training or qualifications did they undertake?

Natasha: _____

Terri: _____

Careers That Work For The Community

Working For The Community



Lawyers

Lawyers provide people (called clients) with legal advice or represent them in court. They work in offices called law firms.

What are some of the duties of a lawyer?

- advise clients on legal matters
- write contracts
- go to court
- attend interviews with police

Key skills and interests

- a passion for fairness
- good speaking and writing skills
- self-confidence
- be able to handle lots of information
- be able to work under pressure

Police Officer

Police officers maintain law and order, investigate and prevent crime, and protect lives and property.

What are some of the duties of a police officer?

- respond to calls for help
- investigate crimes and make arrests
- interview witnesses and suspects
- give evidence in court

Key skills and interests

- resilience and confidence
- the ability to remain calm in difficult situations
- good teamwork skills
- patience and tolerance
- honesty, fairness

List some skills or interests that are the same as yours:

Education and Training

Lawyers need a Bachelor of Laws degree, which is a qualification you can only get from a university.

To be accepted into a Bachelor of Laws degree after secondary school, you will need to have the required ATAR. Some universities that offer law degrees also expect students to have done very well in English in Year 12.

Once you finish your law degree, you also have to undertake work experience as a lawyer which is called Practical Legal Training (PLT). Once you have completed this, you are then able to apply to the Supreme Court to obtain permission to be a lawyer in your state.

Education and Training

Police officers must pass aptitude, medical and psychological tests. They have to pass background checks, a fitness test and a selection assessment. They attend the police training academy in their state.

After graduating, you are a probationary constable before becoming a police officer. You also need to be over 18 years of age and be an Australian citizen. Police officers cannot have a criminal record or driving offences of any kind.

List two ways lawyers work for their community

1. _____
2. _____

List two ways police officers work for their community

1. _____
2. _____

Careers That Work For The Community

Working For The Community

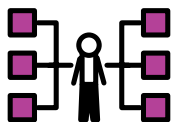


Select either a Police Officer or a Lawyer as a career and complete the activity below.

Chosen Career: _____



What subjects would you need to take at school? _____



What skills will you need? _____

Do you need to go to university, TAFE or complete other training? Explain what qualifications you will need.





What will your responsibilities be? _____

Why was this career of most interest to you? _____



ACHEK031

Local Jobs: What Does It Take?



Estimated time
1 x 45 minute session

Australian Curriculum Focus

I can identify the influences on the ways people work and factors that might affect work in the future.

Victorian Careers Curriculum Framework Learning Outcome – Career Exploration

I will explore the skills, qualifications, and interests necessary for a variety of locally available jobs.

Regional Focus

This activity encourages students to assess trends in employment.



Overview

In this activity, students map out a potential pathway to a locally available job. As an example, a nurse is included on the **Local Job Pathways** worksheet. Students will then map out the pathways for two other jobs of their choice and consider the growth outlook of these jobs and their applicability to their community.

This activity is designed to encourage students to research different job pathways using resources available on the internet and begin to identify future job trends.

- ✓ Curriculum related to employability and careers
- ✓ Curriculum related to tertiary pathways

Rationale and Learning Intention

This lesson is designed to draw students' attention to the jobs and careers available to them in their community and their long-term feasibility. The activity helps address gaps in students' knowledge around the necessary skills and education/training needed to obtain these jobs. The activity also links to the importance of education and training and clarifies the various modes of tertiary education and the subjects that students need to consider if pursuing these careers.

Australian Curriculum

Strand Economics and Business Knowledge and Understanding

Sub-strand Key Inquiry Questions

Focus Area Influences on the ways people work and factors that might affect work in the future

General Capabilities Critical and Creative Thinking, Personal and Social Capabilities

Elaborations

- Identifying changes to the workforce over time, such as the jobs available, the way individuals or communities value particular work, career length and human resource development, changing demography, corporate social responsibility and sustainability practices, changes to workplace laws

Links to Cross-Curriculum Goals

Sustainability

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability

Resources and Preparation Required

Photocopies



1. What Jobs Will Be Around When I Am Ready To Work? worksheet

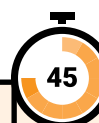
IT required



Students will need computers to access the following website:

Link: <https://joboutlook.gov.au/Default>

Lesson Plan



PART A: Prior Knowledge

On the whiteboard, students brainstorm the different jobs or careers they know about that are important now and in the future. The teacher may also ask students if they know whether TAFE or university is associated with these jobs.

5

PART B: Local Job Pathways Worksheet

The teacher hands out the **What Jobs Will Be Around When I Am Ready To Work?** worksheet to each student. The teacher reads the worksheet to students to check their comprehension.

Students are required to individually complete the worksheet by using the internet to access:



<https://joboutlook.gov.au/Default>

Students will be asked to explore job growth in an industry of their choice. They will also complete a reflection activity to develop an understanding of the options they have when choosing a career pathway. They will need to locate information on the subjects they need to complete, possible work experience and qualifications needed.

35

PART C: Consolidating Knowledge

Exit cards: The teacher asks each student to identify a career they might like, what qualifications they need for it, and if they need to leave town at any point. Sharing this information with their teacher is their exit card.

5



Open on your device

Local Jobs: What Does It Take?

What Jobs Will Be Around When I Am Ready To Go To Work?

What Jobs Will Be Around When I Am Ready To Go To Work?

The kinds of jobs available to you will depend on what is needed in our community (this is called **demand**). For example, because of excellent medical advancements, people these days are healthier and therefore live longer. This means there are more older people around than ever before, so there is a **demand** for more people to work in jobs that support the elderly. Such jobs include specialists in diseases that affect the elderly, but also aged care, social work and physical therapy. What are some other jobs that are expected to be in high demand once you finish school?

Step 1: Log on to your computer and open up this website: <https://joboutlook.gov.au/Default>

Step 2: Click on the FUTURE OUTLOOK tab.



Step 3: Scroll down and find 'Jobs now and in the future', then select any of those that interest you (for example 'Construction').

Step 4: Have a look at some of the job profiles; you will see there is information about the **future growth** of these jobs. Notice how some jobs have different **future growth** predictions: very strong, strong, moderate, stable, decline.

1. List two jobs that are going to grow in the future: _____

2. List two jobs that will decline in the future: _____

Local Jobs: What Does It Take?



What Jobs Will Be Around When I Am Ready To Go To Work?

Step 5: Think about your own job goals.

1 What are some of your interests/hobbies? You can list more than one.

2 What do you enjoy learning about?
(for example: favourite subjects at school, programming computers, working on car engines)

3 Look at your answers above and write down one job that suits your interests and strengths.

Local Jobs: What Does It Take?

What Jobs Will Be Around When I Am Ready To Go To Work?

Let's explore:

You will now explore the job you identified in question 3.

Step 1: Log in to your computer and go to: <https://joboutlook.gov.au/Default>

Step 2: Type in the job you are interested in e.g. registered nurse.

Your guide to Australian careers
Job Outlook can help you make decisions about study and training, your first job, or the next step in your career.

- SKILLS MATCH**
Get ideas for new jobs that use your skills.
- CAREER QUIZ**
Discover careers that match your work style.
- EXPLORE AUSTRALIA**
Explore careers in demand where you live.
- FUTURE OUTLOOK**
Find industries and jobs expected to grow.

What are you looking for?
registered nurse

Industry: All | Skill Level: All | SEARCH

Step 3: Use these tabs to answer the questions on this worksheet

Australian Government **JOB OUTLOOK**

Home > Explore Careers > Registered Nurses

Registered Nurses

ANZSCO ID 2544

Overview | Prospects | Pathways | Skills & Knowledge | Work Environment

Registered Nurses provide nursing care to patients in hospitals, aged care and other health care facilities, and in the community.

A bachelor degree in nursing is needed to work as a Registered Nurse.

Tasks

- assessing, planning, implementing and evaluating nursing care for patients according to accepted nursing practice and standards
- working in consultation with other Health Professionals and members of health teams, and coordinating the care of patients
- providing interventions, treatments and therapies such as medications, and monitoring responses to treatment and care plan
- promoting health and assisting in preventing ill health by participating in health education and other health promotion activities
- answering questions and providing information to patients and families about treatment and care
- supervising and coordinating the work of Enrolled Nurses and other health care workers

All Registered Nurses

- \$1,909 Weekly Pay
- Strong Future Growth
- Unavailable Unemployment
- 280,100 workers Employment Size
- Very high skill Skill level rating
- 50% Full-Time Full-Time Share
- 41 hours

Local Jobs: What Does It Take?



What Jobs Will Be Around When I Am Ready To Go To Work?

Name of Job _____

At secondary school....

1 Click on the 'Skills & Knowledge' tab and find two school subjects that would be helpful for this job:

- 1. _____
- 2. _____



2 Name one place where you could do work experience or volunteer that would be helpful for this job:

After secondary school....

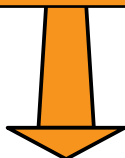
3 Click on the 'Pathways' tab. What qualification is needed for this job?



4 Do you need to attend a university or TAFE to obtain this qualification?

Your career....

5 Click on the 'Prospects' tab. What is the LOCATION of this job?



6 Click on the 'Work Environment' tab and then select 'Interests'. What is the most important interest for this job?

Reflection

Why do you think this job will be important or needed in the future?

References

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Is the Australian Country Town Dying?

By Connor McGoverne from the University of Canberra

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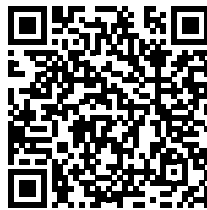
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