

| VELS   | Year  | ABCD  | MIPs and MIPs Best Practice Framework  |
|--|-------|---|--|
| Level 6 – Physical, Personal and Social Learning<br><br>Personal Learning Strand – Dimension: Manage Personal Learning | 9, 10 | Phase 2 (C) Career Building<br><br>10.2 – Explore non traditional life and work options | MIPs Aim: Develop Skills to manage their pathways throughout their working lives<br><br>MIPs Aim: Develop their knowledge, understanding and experience of opportunities in education, training and employment<br><br>Best Practice Framework 3: Pathways and Planning Process |

## HOW CAREERS UNFOLD

### Teachers' notes

#### Outcome

Investigate how work patterns develop in unexpected directions.

#### Rationale

Careers often develop in unexpected directions. Work patterns may not evolve as planned and students must learn to take responsibility for coping with unplanned changes.

#### Task description

1. Using the sample survey forms, students discuss in small groups the purposes of survey forms and list several types of forms.
2. The teacher facilitates a whole-class discussion on the purpose of surveys in general.
3. The teacher facilitates a whole-class discussion on the intentions of and procedures for administering the 'Career survey', including the reasons for and type of information sought through questions in the survey.
4. The teacher facilitates a whole-class discussion on how to obtain responses to the questionnaire by using interpersonal skills.
5. Students complete the survey in pairs. The teacher clearly points out to students the safety issues involved in undertaking surveys of strangers and indeed may decide that family members are a better choice. Allocate for each student/groups of students the number of survey participants they need to survey.
6. On completion of the survey, students in small groups discuss issues arising from the findings, such as:
  - a. Were there many people who did not get the work they expected after they left school?
  - b. How helpful to their careers were the courses undertaken?
  - c. Why did they want to, or not want to, change work? List the reasons.
  - d. Did they tend to stay in the same type of work?
  - e. Did anyone surveyed have any unusual career changes?
  - f. How did they cope, or not cope, with unemployment?
  - g. What affected the decisions they made?
  - h. How have they changed through being at work?
  - i. How has technology affected their careers?
7. Each group determines whether there are any particular patterns emerging and presents findings to the class.
8. The teacher facilitates discussion of issues that the students need to be aware of when planning careers.

**Extension activities and local Standards**

- Students can examine the 'on track' statistics for their school and make observations based on the data

**Suggested resources**

- Sample 'real-life' questionnaires and survey forms, e.g. car repair feedback surveys, department store feedback sheets, samples of surveys from polling enterprises, etc.
- Copies of 'Career survey' sheets
- Relevant resources for the creation of posters, magazine articles and letters
- *Job Guide* – in print (Section 1) or online at <http://jobguide.dest.gov.au/>

**Career competencies**

This activity links to the Exploring step in <http://myfuture.edu.au>.

# How Careers Unfold Worksheet: Career Survey

Student: \_\_\_\_\_

1. What is your present work?

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2. Did you want to do this when you left school? Why?

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3. What was your first work? (Was it part-time, full-time, casual, or volunteer work?)

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4. Why did you take that work?

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5. How many times have you changed work?

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6. Why did you change work?

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7. Describe the best work you have ever had.

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8. Have you taken any courses and, if so, how were they helpful?

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9. If you have been unemployed, how did you spend your time?

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10. What was the best career decision you ever made? Explain why it was the best.

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11. Are there any career decisions that you regret making?

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12. How have technological changes affected you?

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13. How has being at work changed you?

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14. What advice would you give to yourself if you were our age?