PDHPE Stage 4 – Transition and change

**Suggested duration**: 2 lessons

Learning for life beyond school is supported when all subjects are delivered to students in a way that they can understand how the content is relevant to career pathways and work settings. NESA syllabuses identify work and enterprise as important learning across the curriculum content for all students.

# Career learning benefits and career management skills

Career learning resources have been developed to enrich existing teaching and learning programs to facilitate effective career education for students, supporting students to link classroom learning to workplace applications, including developing career management skills.

Career learning activities embedded within existing curriculum have been aligned to the themes from the [K-12 Career Learning Framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/career-learning). Activities may relate to one or more of the themes:

* Identity – building and maintaining a positive self-concept, responding to change and developing capabilities
* Experience – discover, explore, investigate and consider opportunities for lifelong learning to support career goals
* Empower – learning to self manage, engage in career decision making and developing skills and capabilities to make informed decisions

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| **Theme** | **Career Management Skills** | **Australian Blueprint for Career Development competency** |
| **Identity** | Learn and respond to change and growth | 3.1 Discover that change and growth are part of life.  3.4 Develop strategies for responding positively to life and work changes |

## What do we want students to know, understand or be able to do?

Students identify that transition and change occur throughout our lives. The future world of work predicts that individuals may have 17 jobs across 5 industry sectors. Young people will need the skills to manage these transitions.

Students record the career journey of someone they know, and create a vision of their own journey. They will select one example of work from that vision and investigate who they can access for support and what skills and qualifications might be needed to get there.

### Syllabus outcomes

* PD4-1 examines and evaluates strategies to manage current and future challenges

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| Key inquiry questions | Syllabus content |
| How do change, transition and environment shape my identity? | * Investigate the impact of transition and change on identity (ACPPS070)   + investigate the changing nature of personal identity   + identify feelings and emotions associated with transition and change |
| What skills and strategies can be used to manage change, challenges and seek help? | * Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)   + access and assess health information, resources and services that support young people to effectively manage changes and transitions |

### Assumed knowledge and understanding

To participate in this activity, it is assumed that students have a basic understanding of the following Stage 4 PHDPE content:

* the changing nature of personal identity and how it can differ in various contexts
* the impact of physical social and emotional changes during adolescence
* the feelings and emotions associated with transition and change

### Learning experiences, adaptations, changes or extensions

#### Activity 1 – Building my vocabulary

Students match words to meanings from key words associated with transition and change. Using the word transition and one other from the vocabulary list to write a short paragraph about a future transition. This can be completed using a graphical organiser such as a [Frayer diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?order=alphabetic&clearCache=b1571328-9e71-a23-d009-4db9246ea12a) from the digital learning selector.

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| Word List | Definition |
| transition | The process or a period of changing from one state or condition to another |
| change | The process or a period of changing from one state or condition to another |
| values | Principles or standard of behaviour, one’s judgement of what is important in life. |
| adaptability | The quality of being able to adjust to new conditions |
| goals | The object of a person’s ambition or effort; an aim or desired result |
| planning | Deciding on and decide in advance |
| career | The sum total of a person’s occupations and work |
| volunteering | Freely offer to do something |
| self concept | A general term used to refer to how someone thinks about, evaluates or perceives themselves |
| work | An activity, such as a job, that a person uses physical or mental effort to do, usually for money |

#### Activity 2 – Where am I now, where am I going?

Everyone’s life has key events: the day you are born, learning to walk, starting school, making your first friend, a sporting achievement, a school achievement, getting your first job.

Students create a timeline of ten key events, starting with the day they were born, and significant events that have happened in their life up until today. Then, make a list of ten events or key changes they envision could occur up until the age of 25. (Examples may include getting your first job, getting a license, completing school, going on to further study, a future work role.)

##### Discussion questions

* Describe the events or key changes that have occurred to now?
* Explain the strengths and skills you needed to display during periods of change and transition?
* Explain how these strengths and skills can support you in the future to manage transition and change?
* Identify the challenges that may have been faced and put forward strategies to help support and overcome these challenges in the future career journey.
* Provide examples of the different forms of work and roles that you are currently undertaking (Examples might include household chores, babysitting, helping out at your local sporting club.)
* Explain how your work roles might change in the future.

#### Activity 3 – Career Journey

Interview a teacher/parent and create a list or map of their life journey. It should include their schooling, training, jobs, volunteering, life events. (Sample resource 1)

##### Discussion questions

* How many different transitions can you identify in the journey to now?
* How many different jobs or roles can you identify from the information you have collected?
* Are all of these roles in the same industry?
* Explain what skills they may have needed to develop to manage the transitions?

#### Activity 4 – Stepping forward

Change and transition will happen throughout our lives. Every journey starts with a single step.

Students watch a video such as [Did you know – shift happens 2018 remix](https://www.youtube.com/watch?v=TwtS6Jy3ll8) which provides a visual compilation of the impact of the age of information, education, globalisation, technology and how this is being reflected in today’s ‘in demand jobs’.

Revisit the list of ten key changes for the future, identified in Activity 2. Students create their own timeline or infographic to represent the key events. Sample school to work pathways infographics can be found at [myfuture](https://myfuture.edu.au/assist-others/school-to-work-pathways-infographics).

**Teacher Note**: The transition to adulthood has traditionally been marked by the completion of key milestones such as completing school and further study, leaving home and becoming financially independent. The prospect of a good job that pays a fair wage has been key to Australia’s promise to our young people and their future prosperity. Work has long been recognised as important for not just livelihood. It helps us meet our most basic and complex needs, providing a path towards financial security, mental and physical health, dignity and meaning. Until recently it has been reasonable to assume that a young person would secure full-time work and be financially independent by 25 years of age. As the world of work changes the transition to full-time work is increasingly becoming longer for young people. Today’s 15-year-olds will likely navigate 17 changes in employer across 5 different careers. (*Source:* [*FYA – The new work order*](https://www.fya.org.au/app/uploads/2021/09/TheNewWorkReality_2018.pdf))

### Resource 1 – Sample Career Journey



Meet Rob. He has an interesting journey to share. Follow his career journey by reading through the summary below.

* + Part time working at Woolworths and then left School in Year 10
  + Found a job as an apprentice chef at the local club where he played footy (4 year apprenticeship)
  + Good results shortend his apprenticeship, and he was fully trainied by 19 (Canbera Southern Cross Club)
  + Got a job as second Chef (Canberra Labour Club)
  + Head chef by age 22 – and cooked for three prime ministers, Bob Hawke Paul Keating and Gough Whitlam
  + Moved to Coffs Harbour and started a catering business at Woolgoolga
  + Joined NSW Fire Brigrade Retained (Represented NSW at Australian Road Rescue Competition)
  + Sat a practical and written exam at age 27 and started teaching at TAFE Coffs Harbour
  + Spent 7 years teaching casually at TAFE, still did the catering and worked at a hydroponic farm growing lettuce and roses
  + New job driving the truck for a food whole sale business. Got his forklift and truck licenses. Became Regional Manager
  + When he was 33 he was accepted into the accelerated teacher training program, and studied through Charles Sturt Univerisity.
  + Was placed at Airds High School where he spent 5 years teaching
  + Successfully applied for Head Teacher position
  + Moved to a new school as a Head Teacher TAS (4 Years)
  + Currently working for the Department of Education, in a non teaching role. (4years)