English Stage 4 – my identity, my future

**Suggested duration**: 2 lessons of 80 minutes

Learning for life beyond school is supported when 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, investigate and consider opportunities in lifelong learning and work exploration
* 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** |
| **Experience** | Link learning and motivations to personal career aspirations which give a work/life balance | Discover the nature of life and work roles |
| **Experience** | Locate and use career information | 5.1 Understand the nature of career information |

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

This lesson sequence could be integrated into a unit of learning that has a thematic or conceptual focus wherein students will explore issues about identity and/or place. The intention of the activities is to develop the student’s perspective about their future self. The following lesson sequence will introduce Stage 4 students to the world of existing and future occupations. This could be developed into a transdisciplinary unit with other key learning areas such as PDHPE and Visual Arts.

### Syllabus outcomes

* **EN4-5C**: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
* **EN4-9E**: uses, reflects on and assesses their individual and collaborative skills for learning.

### Textual Concepts

[Textual concepts](http://englishtextualconcepts.nsw.edu.au/content/what-is-it) form the core knowledge of subject English as stated or implied by the NSW English syllabus for the Australian Curriculum K-12.

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| [Context](http://englishtextualconcepts.nsw.edu.au/content/context)  Context refers to factors acting upon composers and responders that impinge on meaning. Context and text are in a symbiotic relationship in the production of meaning. To understand context, we need to look beyond the text and consider the world in which it was produced and the worlds of its reception. | Students understand that meaning changes with culture, time and technology.  Students also understand that our own knowledge and representation of the world is filtered through our own context, colouring all we see and all we say and do, impossible to escape. All we can do is recognise that it is there. | Students learn that they exist in different cultures and subcultures.  Students also learn that different cultures and times may be associated with specific modes and media. |

### Assumed knowledge and understanding

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

* respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
* consider and analyse the ways their own experience affects their responses to texts
* identify, discuss and reflect on the ideas and information in a range of texts
* share, reflect on, clarify and evaluate opinions.

### Learning experiences, adaptations, changes or extensions

This lesson extends a lesson about students and their own identity. It will explore what they think they might like to do as a job in their future.

#### Activity 1 – Career exploration

In this activity, students will investigate the changing nature of jobs in their society. Students will look at their family, using the occupations their family members or friends have held/hold to assess the continuity of careers across time and to consider why changes have occurred. Students will engage in self-reflection to think about whether they will choose similar occupations as their parents, grandparents or extended family member, or whether they are considering something completely different.

As a class discuss the following:

* How have jobs changed over the past 50 years? Use a [Venn diagram](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/narrative-venn-diagram-english-s2.docx) to map the types of jobs required in your society over the past 50 years (or since your grandparents were teenagers). On the left hand, brainstorm jobs that no longer exist (for example, [telegraphist).](https://www.indeed.com/career-advice/career-development/jobs-that-don't-exist-anymore) In the middle, map jobs that are no longer as prominent as they once were, but are still job options. The need for these jobs may have been impacted by changes to society and or mediums of production (for example, journalism has changed drastically with newspaper circulation declining). On the right-side brainstorm jobs that are evolving and/or in higher demand. Also include predictions for [future jobs](https://myfuture.edu.au/assist-others/the-future-of-work) that may evolve (for example, an increased need for data specialists).
* What jobs exist in your family tree or with the people you know? You could design a family tree first and then list the jobs of family members or others you know. After you have completed this family tree, answer these questions:
  + Are there any jobs that family members have held that may no longer exist when you enter the workforce? Provide examples
  + Are there jobs that now exist that did not exist when their parents or grandparents started working? Provide examples.
  + Explain what factors have impacted on certain jobs disappearing?
* Explain which jobs you think will always be needed in the community.

Extending on this discussion, students create an occupation list. From this list, students select five careers that are currently still required in their community and explain what they think is done in that job every day (e.g. farmer, stockman, nurse, teacher, landscaper, accountant). This can be completed using a think, pair share activity from the [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=21428).

#### Activity 2 - Research

Place students into groups of two or three students and research two or three occupations from the occupations list compiled in Activity 1 (one per student). Using the internet, students find out as much they can about one or more of the occupations, including what the job entails every day. This can be recorded using Activity Sheet 1.

**Extension activity**

**Students choose one of these careers and write a journal entry as a person who has just commenced work in this job. The journal entry should outline the work they are completing and compare this to the expectations a person may have had upon entering this field of work.**

**To facilitate the activity, the teacher could use the Quality Teaching Element ‘Narrative’ to describe their own expectations of teaching and the reality they encountered.**

**Teacher notes**: information relating to occupations and the labour market can be found from a range of sources including; [myfuture](https://myfuture.edu.au/home), [joboutlook](https://joboutlook.gov.au/), [myskills](https://www.myskills.gov.au/) and the [research](https://www.fya.org.au/our-research-2/) compiled by the Foundation for Young Australians. Extend the learning by asking students to search for current jobs being advertised for this occupation. Using a site such as [seek](https://www.seek.com.au/) allows students to see the key role responsibilities.

#### Activity 3 – Reflection

Students write a reflection task about the types of occupations they have learnt through listening to the presentations. Students should consider

* Which occupation allowed you to discover new or surprising information?
* Which of the occupations were of most interest and why?
* Have you discovered occupations that you feel are less suited to your skills and interests and explain why?
* What skills could you develop to allow you greater access to an identified occupation?
* How has this task changed what you knew or thought about certain occupations?
* How has this task changed your thinking for your future after school?
* Students read the [article](https://myfuture.edu.au/career-articles/details/6-sectors-presenting-emerging-occupations) relating to emerging industry sectors and complete an in class reading and comprehension or summarising activity.

**Teacher notes:** A reading and comprehension task or summarising activity could be structured around articles relating to emerging industry sectors. Examples of articles can be found on myfuture and on the [National Skills Commission](https://www.nationalskillscommission.gov.au/what-are-emerging-occupations) website.

#### Extension task - Presentation of findings

Each group gathers their information and presents what they have discovered about the occupations they have researched. Include in their presentation one thing that they found to be interesting and one thing they found to be less interesting or appealing about this occupation. Presentations can be done individually or as a group presentation, using PowerPoint or Google Slides or by selecting a multimedia tool from the Digital Learning Selector.

### Activity Sheet 1 – Occupation research

#### Name of occupation

As you research your occupation complete the table with the information your findings.

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| Question | Findings |
| What are the main duties you undertake in this occupation? |  |
| Do you need to have formal education to do this job? If so, what sort of training or qualifications do you need? |  |
| How do you gain the qualifications or skills for this job? Do you need to go to University, TAFE, either or both or do you learn on-the-job? |  |
| How many years’ experience or training does it take for you to be competent at this job? |  |
| Do you think you might like to do this job? Explain why/why not. |  |
| List at least 4 skills you have that would make you suitable for this job. |  |
| Fun facts |  |