# PDHPE Stage 4 – transition and change



Contents

[PDHPE Stage 4 – transition and change 1](#_Toc151030947)

[Rationale and background information 4](#_Toc151030948)

[Career competencies 4](#_Toc151030949)

[Syllabus outcomes 5](#_Toc151030950)

[Learning experiences 7](#_Toc151030951)

[Resources required 7](#_Toc151030952)

[Activity 1 – Building my vocabulary 8](#_Toc151030953)

[Activity 2 – Where am I now, where am I going? 9](#_Toc151030954)

[Activity 3 – Career journey 10](#_Toc151030955)

[Activity 4 – Stepping forward 11](#_Toc151030956)

[Conclusion 12](#_Toc151030957)

[Differentiation 12](#_Toc151030958)

[Extension activity 12](#_Toc151030959)

[Resource sheets 13](#_Toc151030960)

[Resource 1 – Sample career journey 15](#_Toc151030961)

[Evidence base 16](#_Toc151030962)

[Feedback 17](#_Toc151030963)

**Reviewed by:** PDHPE Curriculum Advisor, Student Pathways Advisor and Student Transition Coordinator, Career Programs

**Created: July 2022**

**Last updated**: October 2023

**Anticipated resource review date**: Resources are reviewed every 12 months for currency and relevancy as part of the Career Learning team’s evaluation plan.

**Alignment to School Excellence Framework (SEF):**

* Learning domain: Curriculum, Teaching and Learning Programs.
* Teaching Domain: Effective Classroom Practice, Lesson Planning.

**Alignment to** [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards)**:**

* Standard 2
* 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
* 2.6.2 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
* Standard 3
* 3.1.2 Set explicit, challenging and achievable learning goals for all students.
* 3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.
* 3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning.

**Consultation**

Career Learning in Curriculum (CLiC) documents have been written in consultation with curriculum writers from various key learning areas; Curriculum Secondary Learners and Career and Workplace Learning

## Rationale and background information

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 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/curriculum-support/k-12-career-learning-framework) and the [Australian Blueprint for Career Development](https://content.yourcareer.gov.au/sites/default/files/2023-06/Australian-Blueprint-for-Career-Development.pdf) (ABCD). 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.

### Career competencies

This resource supports students to develop career management skills relating to:

|  |  |
| --- | --- |
| Career management skills | Australian Blueprint for Career Development Career management competencies |
| Theme: IdentityLearn and respond to change and growth | Learning area A: Personal managementCareer Management Competency: 3. Change and grow throughout lifePhase: 3.1 Discover that change and growth are part of life.3.4 Develop strategies for responding positively to life and work changesPerformance indicator: Students develop an understanding that our motivations and aspirations change throughout life. |
|  | Learning Area C: Career BuildingCareer Management Competency: 10. Make career-enhancing decisionsPhase: 10.3 Develop decision making skills and knowledge.Performance indicator: Students understand that our career path reflects a series of choices, decisions and transitions. |

[Australian Blueprint for Career Development](https://www.yourcareer.gov.au/resources/australian-blueprint-for-career-development) © Commonwealth of Australia 2022

### Syllabus outcomes

* **PD 4-1** – examines and evaluates strategies to manage current and future challenges

|  |  |
| --- | --- |
| 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
 |

[PDHPE Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

## Learning experiences

Throughout these activities, students will develop an understanding of the career journey concept. They will be able to identify the career journey of others as examples, as well as articulate a potential career journey for themselves.

**Students will**:

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.

**Suggested duration**: 2 x 60 minutes

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

### Resources required

To complete these activities the teacher will need:

* Access to digital whiteboard
* Worksheets (see appendix)

To complete these activities the students will need:

* Worksheets (see appendix)
* Workbooks
* Access to computer and internet

### Activity 1 – Building my vocabulary

1. Students match words to meanings from key words associated with transition and change.
2. Write a short paragraph about a future transition, using the word transition and one other from the word list below. This task 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.

|  |  |
| --- | --- |
| 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).

Students:

1. Make a list of 10 events or key changes you 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).
2. Class discussion. Using the following discussion points, teacher leads the discussion reflecting on the key events and changes identified by students.
3. Make a second list of 10 key events or changes that might occur up until the age of 25.

#### Class discussion points

The following discussion points can be used to prompt class discussion:

* Discuss the events or key changes that have occurred to now? How did you feel about these events?
* 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 at your local sporting club.)
* Explain how your work roles might change in the future.

**Teacher note:** During classroom discussion, students may identify feelings and emotions associated with transition and change. Discussion may bring up emotions that are difficult to process. Students can find support with [headspace](https://headspace.org.au/), a National Youth Mental Health Foundation that provides early intervention mental health services to 12-25-year-olds.

### Activity 3 – Career journey

Interview a teacher/parent and create a list or timeline of their life journey. It should include their schooling, training, jobs, volunteering, life events.

1. Students use Resource 1 - sample career journey (provided in resource sheets below) to develop a list of questions.

Sample interview questions:

Where did you go to school?

What was your first job?

What qualifications did you complete?

Have you completed any volunteering?

What are the main skills have you used for work?

1. Interview either a teacher or parent.
2. Record responses in a word document or create a timeline of the journey.
3. Review the teacher/parent responses and answer the following four questions:

Questions to review responses to interview:

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 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 10 key changes for the future, identified in Activity 2.

1. 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 orde*r*](https://www.fya.org.au/resource/new-work-order-research/))

1. Students select an occupation for further exploration from within the **Healthcare and Social Assistance** sector. Navigate to this career using [Your Career website](https://www.yourcareer.gov.au/) or [myfuture](https://myfuture.edu.au/bullseyes) and provide an overview of this occupation. This could be completed using the [keyword strategy](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?clearCache=ac2f69c0-26f5-4f10-877a-dc3684e72cd0#Remember) or another resource from the [digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector/?cache_id=f4eca).

**Teacher notes**: Use the [‘Discover my future’](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework) resource for PDHPE teachers, to build your capacity to navigate the [myfuture](https://myfuture.edu.au/help-and-support/user-guides) website. Students will be able to log into the site using their education username and password. The ‘Using the Career Bullseye Poster’ resource is available for students to complete as they explore an occupation. Example [career journeys and transitions stories](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmyfuture.edu.au%2Fassist-others%2Fschool-to-work-pathways-infographics&data=05%7C01%7CAmy.Greenshields1%40det.nsw.edu.au%7Ca020b256e90c402d5e7f08dbcea0890d%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638330961423816434%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=IXnpB1Sihp0ZQevJS9GSJvs%2BuJbOiHLX9%2BeiWLhCf28%3D&reserved=0) and [occupation videos](https://myfuture.edu.au/assist-others/occupation-videos-by-learning-area) by learning area can also be found on myfuture website.

### Conclusion

The teacher reviews the lesson’s concepts to ensure student’s understanding through questioning, discussion or exit slips.

### Differentiation

Teachers need to consider [inclusion and differentiation](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12) and [curriculum planning](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12) when using the Career Learning in Curriculum resources in the classroom. Differentiated learning should be enabled through both planned and contingent adjustments to the teaching approach for content, process, product, and learning environment.

This resource provides a scaffolded approach to support students exploring future career choices. The links and resources provide opportunities for students to explore additional examples. Teachers can also include various examples that students in their class can relate to.

A link is provided to templates in the Digital Learning Selector for Frayer diagrams, graphic organisers that help students develop or deepen awareness of unfamiliar concepts.

For additional support with differentiation of this lesson, visit [Career Learning and Vocational Education](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework).

### Extension activity

UN Sustainable Development Goals (SDGs) are an urgent “call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go together with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests”. Students can extend their career exploration by completing the following three tasks:

1. Research role models who work in your chosen occupation. What is it that inspires you about this person?
2. What is a sustainable development goal (SDG)? Which sustainable development goal does your chosen occupation relate to and how would that occupation support be meeting that goal?
3. Thinking about the SDGs, write a letter to your future self. What occupation did you choose and why?

**Teacher notes**: The SDGs serve many purposes, from setting targets for the world's most pressing sustainability issues to providing a common global lexicon for sustainability communications. SDGs can be used to support students connect with these critical topics and relate them to their own career aspirations. Additional resources to help adults and students learn about the SDGs can be found on the [United Nations (UN) website](https://www.un.org/sustainabledevelopment/student-resources/) or [Saskatchewan Council for International Cooperation’s global citizenship education modules](https://www.saskcic.org/education_resources_collection) (2021).

Three questions to consider when exploring SDGs (suggested by Dr Candy Ho “[How the UN SDGs Can Support Career Education](https://www.edcan.ca/articles/how-the-un-sdgs-can-support-career-education/): Encouraging students to consider – and shape – the world they want to live into”) include:

What is the world that you want to live in? What are the global problems or opportunities that need your attention? What are your talents and experiences that may help address these problems, and in turn improve the condition of our world?

It may help to select an example such as renowned kidney researcher and clinician Professor [Jaquelyne Hughes](https://nit.com.au/18-06-2023/6408/wagadagam-womans-leadership-in-health-research-honored-with-prestigious-award). The proud Goemulgal ipeka (woman) belonging to the Wagadagam community on Mabuiag Island has committed her professional life to improving kidney health among Indigenous people. Visit the UN website and explore the goals. Which SDG does Jaquelyne’s work align to?

For support with differentiation of this lesson, visit [Career Learning and Vocational Education](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework).

## Resource sheets

The following pages contain resource sheets that support this lesson plan,

They can be printed independently from the rest of this activity.

The remainder of this page is intentionally blank.

### 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 shortened his apprenticeship, and he was fully trained by 19 (Canberra 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 Brigade Retained (Represented NSW at Australian Road Rescue Competition)
* at 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 wholesale 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 University.
* 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).

## Evidence base

Evidence-based refers to researching practices to apply proof, reliability, and ethical standards to ensure quality. Evidence-based provides credible knowledge that has been created and tested through rigorous methods.

In addition to being designed in response to the outcomes and achievement standards of the NSW syllabus, a wide range of literature and resources highlighting the importance of career learning from an early age were considered from both a local and international sources. These include research papers from the OECD (Career Ready, Mann et. al), UK (What Works, Hughes et. al) and Career Education: every teacher has a role (myfuture, Education Services Australia).

Sullivan, M. E. L. I. S. S. A., & Bandaranaike, S. U. N. I. T. I. (2017). Challenges of the new work order: A work skills development approach. In *Proceedings of the 20th World Conference on Cooperative and Work Integrated Learning, Chiang Mai*.

Career Development and Sustainable Development Goals research:

O’Shea, S., Groves, O., Austin, K., & Lamanna, J. (Eds.). (2022). Career development learning and sustainability goals: Considerations for research and practice. Springer Nature Singapore. [https://doi.org/10.1007/978-981-19-6637-8](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1007%2F978-981-19-6637-8&data=05%7C01%7CAmy.Greenshields1%40det.nsw.edu.au%7Cb7209caea0564008947708dbcbaebe16%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638327723643525879%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=RZ6YEk4uDsdPt5yA6NsXbD4Min3QFm1EaBGFAEBtZ8U%3D&reserved=0)

Ho, C. (2022). How the UN SDGs can support career education. EdCan Network. Retrieved June 22, 2022, from [https://www.edcan.ca/articles/how-the-un-sdgs-can-support-career-education/](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.edcan.ca%2Farticles%2Fhow-the-un-sdgs-can-support-career-education%2F&data=05%7C01%7CAmy.Greenshields1%40det.nsw.edu.au%7Cb7209caea0564008947708dbcbaebe16%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638327723643525879%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=kxlZbwATcLtgSAuyvZG8IaYeqoKo9gvuguaqoJQcwGI%3D&reserved=0)

Ho, C. T. Y. (2023). Making Career Development Sustainable: A Senior Capstone Course Case Study. In W. Leal Filho, A. Lange Salvia, E. Pallant, B. Choate, & K. Pearce (Eds.), Educating the Sustainability Leaders of the Future (pp. 297–309). Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-22856-8\_17](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1007%2F978-3-031-22856-8_17&data=05%7C01%7CAmy.Greenshields1%40det.nsw.edu.au%7Cb7209caea0564008947708dbcbaebe16%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638327723643525879%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=RugtETD7nnX54bKx6GyizMZyoiliMNii%2F4rAxNFJzrY%3D&reserved=0)

Saskatchewan Council for International Cooperation (2021). Online global citizenship education resources.
[www.saskcic.org/education\_resources\_collection](http://www.saskcic.org/education_resources_collection)

For the complete list of academic research that informed the development of Career Learning in Curriculum resources, visit the [K-12 Career Learning Framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework) website.

## Feedback

To provide feedback or for further information, access the feedback form via [CliC Feedback](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kdR9XgNzBt1AheGePVM3QdNUNzE1OEYwRzhEOVZJNkNHTFVTWDdGMVhQNyQlQCN0PWcu) or with the following QR code.



**© State of New South Wales (Department of Education), 2023**

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) licence](https://creativecommons.org/licenses/by/4.0/).



This licence allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2023.

Material in this resource not available under a Creative Commons licence:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.